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ABSTRACT

The purpose of this study was to investigate the actual and ideal roles of counselors as perceived by Wisconsin secondary school counselors and teacher counselors and to compare them with a counselor role model based on a consensus of Wisconsin counselor educators. An extensive review of the literature on counselor role determination and implementation is presented which suggests a current composite counselor role milieu. This is elaborated upon. The population of over 600 counselors, the procedures and instrumentation utilized in the study, and an analysis of the data are described. The results of the study suggest, generally, that the role of the school counselor is an individual matter, a product of the interaction between the individual counselor and the unique situation in which he is employed. More specific conclusions and implications are delineated. (TL)

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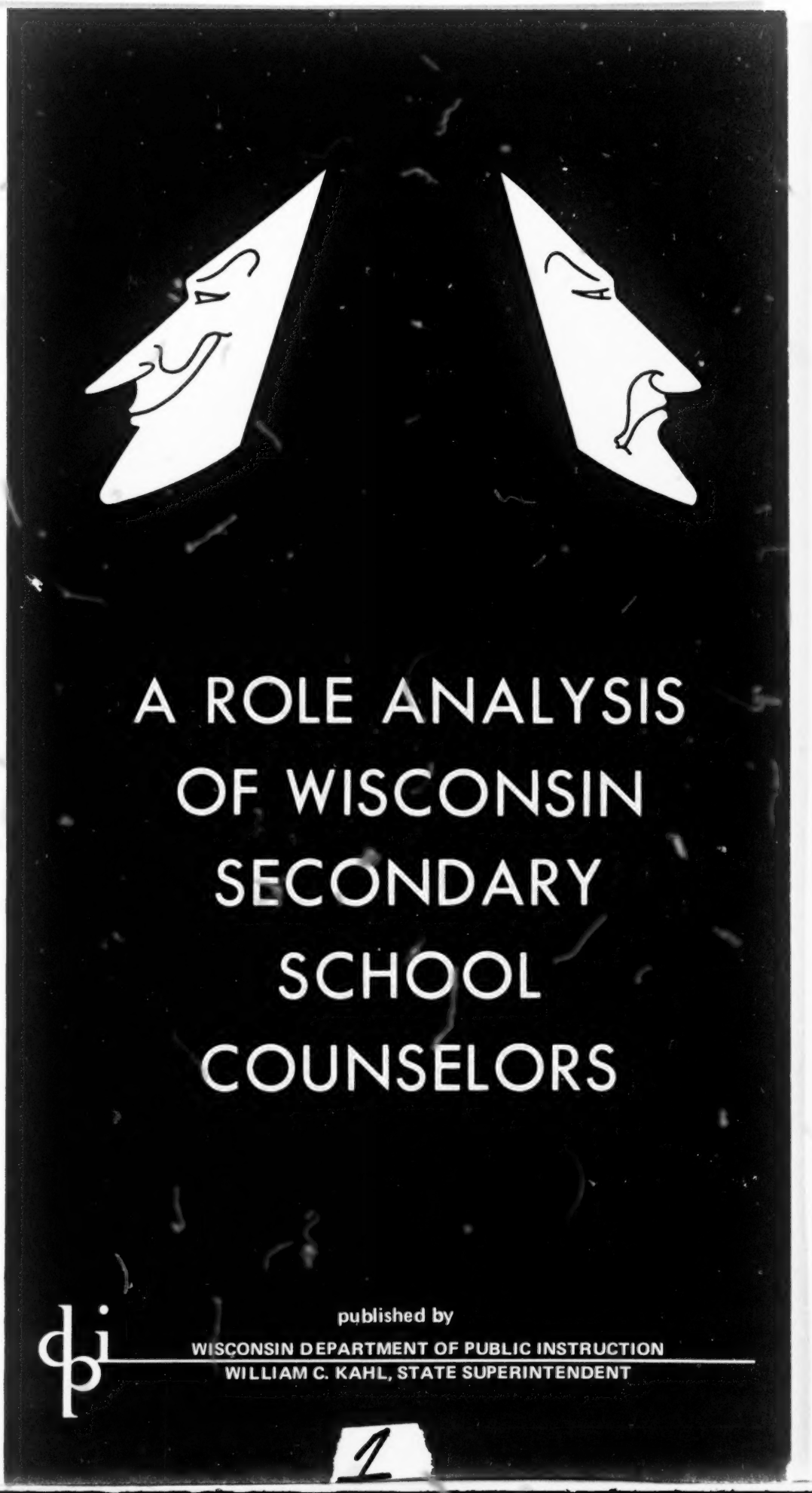

A ROLE ANALYSIS OF WISCONSIN SECONDARY SCHOOL COUNSELORS

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A Role Analysis Of Wisconsin Secondary School Counselors

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I.
The Role Of
The Secondary School Counselor

THE role and function of the secondary school counselor has received considerable attention in recent years at both the national and state levels. Sectional meetings at every national convention of the American Personnel and Guidance Association (APGA) are devoted to the counselor's professional role and function. At many state and regional meetings of school counselors, counselor-educators, and counselor supervisors, the topic of role and function inevitably appears on the program. In 1964, after several years of study, the American School Counselor Association (ASCA) published a statement of policy for secondary school counselors. The purpose of the statement was to "identify and clarify the role of the secondary school counselor." From 1968 to 1970, ASCA conducted a national study of counselor role implementation and communication practices. A report of this study was published in 1970 by the Wisconsin Department of Public Instruction.

Counselor role development has also been affected from outside the profession, particularly through federal legislation. The George-Dean Act of 1936 provided funds for the establishment of guidance staff positions in state departments of public instruction. The George-Barden Act of 1946 broadened federal support to state and local guidance programs by providing funds for the development of state supervisory programs, reimbursement of salaries of counselor educators and counselors and for research in the field of guidance. At this point in history the primary emphasis of federal legislation was the development of guidance services to support vocational education programs.

The National Defense Education Act of 1958 (NDEA) provided funds to improve guidance programs in secondary schools. The intent of this legislation was to "insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States" by identifying students with outstanding aptitudes and ability and encouraging them to complete their secondary school education and to enter institutions of higher education. The Vocational Education Act of

1963 (VEA), the Economic Opportunity Act of 1964 (EOA), and the Elementary and Secondary Education Act of 1965 (ESEA), have influenced the activities of the counselor by funding guidance programs designed to serve special student groups such as the "non-college bound" and the "culturally disadvantaged." In many instances categorical federal legislation for guidance services has resulted in a categorical counselor role as the counselor became a "college" counselor, a "vocational guidance" counselor or a "disadvantaged" counselor, depending on the dictates of the federal law that funded his program and salary.

When one turns to counselor educators it appears that no general agreement exists concerning the nature of the counselor's role in the public secondary schools. Stone and Shertzer (1963) indicated that the statements of counselor-educators regarding counselor role when viewed collectively are "even more confusing than the conflicting expectancies of the counselor's publics."

Role Confusion

Apparently, the ASCA role statement, the mandate of federal legislation and the counselor education programs have not substantially resolved the role confusion of the secondary school counselor. Recently Nelson and Fredrickson (1967) asked 600 full-time school counselors in Colorado and Massachusetts to specify three questions they would like research to answer for them. It was found that counselor role clarification was the type of question most frequently submitted. Counselors were primarily concerned about an adequate time budget, i.e., the percent of counselor time which should be allocated to appropriate professional activities. Role clarification and implementation are seemingly ever-present problems for the school counselor.

The purpose of this study is to investigate the actual and ideal roles as perceived by Wisconsin secondary school counselors and teacher-counselors and compare them with a counselor role model based on a consensus of Wisconsin counselor-educators.

Definition of terms used in this study:

1. *Counselor:* A professional staff member who is assigned full-time to guidance and counseling activities in a public Wisconsin secondary school and who has no teaching or supervisory assignment.
2. *Secondary School Counselor:* A counselor who is employed in a Wisconsin public school serving students in grades 9-12, 10-12 or 11-12.
3. *Teacher-Counselor:* A professional staff member who has a part-time teaching assignment and serves as a counselor more than one period or 25 percent of his time and less than six periods or 75 percent in a seven period day.
4. *Counselor-Educator:* A professional staff member of a Wisconsin university who is engaged half-time or more in counselor education.
5. *Counselor Actual Role:* A personal report of the specific guidance and counseling activities being performed by the counselor at the time of the study.
6. *Counselor Ideal Role:* A personal report of the specific guidance and counseling activities in whicl the counselor believes he should be engaged at the time of the study.
7. *Counselor Role Model:* A role model of guidance and counseling activities determined by substantial

agreement of Wisconsin counselor educators at the time of the study.

The role of the school counselor is a topic with many potential dimensions and in general is much discussed in the literature. The environment in which the counselor functions provides several forces which influence his role. Hill (1964) suggested that school administrators, teachers, parents, students and counselors all tend to be role determiners. The special needs and forces in the school and community are other influencing factors. Outside the immediate school setting, other groups have an effect on the counselor role. Counselor-educators, state supervisors, and professional guidance organizations all in some degree affect counselor role.

Counselor's Dilemma

Perhaps the dilemma facing the school counselor as he develops a professional role was best stated by Katz (1963) when he said:

> We might best refer to current programs in guidance not as emerging but as extruded by interacting pressures. The source of some of these pressures may be identified as (1) the values and requirements of the community or larger society—say, the entire nation, the culture—in which the school exists; (2) the expectations of pupils and their parents; (3) the needs and demands of the school setting—that is, the administration and faculty; (4) the influence of the counselor's professional training and affiliation; (5) the dictates of his own personality—his concept of himself and his role and his perception of all the other forces and the way in which he reacts to them.
>
> None of these elements speaks with a single clear voice. Often, the counselor's ears are assaulted with a babel of conflicting values, demands, expectations, influences and dictates. In trying to perceive and play his role, he is like an actor on a stage surrounded by prompters. Even though he may not have faltered or solicited any help, all these prompters simultaneously may throw him different lines. How can he decide which script to follow? (p. 1)

Of concern to an investigation of school counselor role is consideration of role theory in general. Although there has been a considerable amount of discussion and writing about counselor role there is minimal evidence to indicate that this discussion has been viewed within the theoretical model of role being developed in the social sciences. As suggested by Ivey and Robin (1966):

> Many writers in counseling seemed to have resolved this problem by referring to the word 'role' implicitly trusting that readers will be in consensus with them as to the definition of the term. . . . A theory is needed which can orient counseling to the present while suggesting new directions for the future. Role theory is . . . a conceptual tool which may facilitate the study of counseling. (pp. 29-37)

Bentley (1968) defined role not as a "word" with a single implicit meaning but as a generic term which consisted of role performance, role expectation, role conception and role acceptance. Role expectations are a product of the social system and may be defined as what others think counselors should be doing. Role performance consists of what counselors are doing and role conception and acceptance is defined as what counselors think they should be doing. The following review of the literature will primarily deal with role expectations or what others think the counselor should be doing.

Relevant literature related to five facets of counselor role determinants (role expectation) are presented. In order of presentation they are, (1) pupils and parents, (2) school administrators, (3) teachers, (4) counselor-educators and counselors, and (5) other situational variables, i.e., part-time counselors and full-time counselors.

Pupils and Parents

To determine the counselor role perception of high school students Grant (1954) administered an open-ended questionnaire which asked them to choose in order of preference from whom (i.e., counselor, other school personnel, non-school people) they would like assistance. The students indicated the counselor could be of greatest assistance to them in the areas of educational and vocational planning. An extremely small percentage of students referred to the counselor as the one to whom they would turn for assistance on personal-emotional difficulties.

In a later study, Grant (1954) investigated those areas in which the counselor is perceived as being able to provide assistance to students by teachers, administrators and counselors. These results were then compared with responses made by students in the earlier study. An analysis of the data indicated the counselor's role is found rather definitely within the educational and vocational planning areas. Administrators and teachers expressed more acceptance of the counselor working with the personal-emotional problems of students than did the students themselves. Nearly 50 percent of the counselors indicated they could not offer effective assistance to students with personal-emotional problems.

Grant concluded:

> On the basis of the data presented in this paper this investigator feels that: (1) some support is given to the hypothesis that by and large, students' perceptions of the role of the counselor seem to be a reflection of how the counselor is perceived by teachers, administrators, and by counselors themselves; (2) training programs for counselors must provide a higher level of competence in dealing with emotional and social type problems experienced by students; and (3) a concerted effort must be made to promote the counselor and his 'counseling' services to school personnel and to potential clients. (p. 77)

Heilfron (1960) investigated 107 high school juniors' attitudes toward the role of the counselor. She found these students felt those who were performing well academically and socially needed much less counseling than those who were not performing well academically or were unrealistic in their aspirations. The students also suggested only those who displayed obvious character disorders would be referred to agencies outside the school for counseling. The findings of the study suggested that students expected counselors to devote themselves to individuals who exhibit problems.

Heilfron concluded:

> . . . It seems evident that much more education of students is needed regarding the function of therapy and counseling, and the services of the psychiatrist, the clinical psychologist, and the counselor . . . (p. 136)

Do counselors effectively communicate their role to students? Gibson (1962) administered a questionnaire which covered the areas of general information, occupational and educational information and group activities to 904 seniors in high schools in a three-state area. Each of the schools had provided organized guidance programs under the direction of qualified counselors for the preceding four years.

Ninety-four percent of the students reported the guidance program had "added something of value to their schooling." However, 27 percent said it had not assisted them personally in any way and an additional 18 percent were not sure they had been helped. Fifty-six percent reported they were not sure of the activities of their school

guidance program and about one third indicated that the program had not been described, explained or outlined to them in any way during their three or four years in high school. Although students indicated that they preferred to be counseled by fellow students or parents, about 50 percent would have liked to discuss matters with members of the counseling staff, but they felt that counselors did not have sufficient time available at the student's convenience.

Gibson commented:

There seems to be an accumulation of evidence . . . that counselors were not communicating well concerning the role and services of the guidance program.

Student concepts of the roles counselors seem to serve in the school environment indicate that they see the counselor variously as one who is an administrator, a disciplinarian, an activity director, a part-time librarian, etc. In fact, interviews indicated that many students did not recognize the counseling function as a major duty of the secondary school guidance worker. (p. 457)

Perrone (1964) suggested that the student expectancies of counselor role may be relevant to the development of a program of guidance services. He wrote a satire in which the students collected funds and were seeking to employ a counselor. The students wanted a counselor who wasn't a "head shrinker" or a "hand holder," but "someone who would be interested enough in them to listen when they needed to talk, accept their feelings when they needed acceptance, and who would give them a little shove when they needed it. . . ." The students also expressed concern that the counselor would get so involved in providing services for services' sake that the objectives of the services would be overlooked or forgotten.

In another study to determine student perception of the role of the counselor, Brough (1965) administered a questionnaire to 631 eighth grade students in a Minnesota junior high school. The results of the study indicated that student perception of counselor role was developed from multiple and diverse sources. The three most frequent sources of student perception were the counselor's discussion of his role with students, the description of the coun-

selor in the student handbook and individual interviews with the student. The most important source, as reported by the students, was actually talking with the counselor.

Does counselor role perception differ between referred students and self-referred students? Pratte and Cole (1965) administered a 50-item questionnaire to 240 high school students from four schools in southeast Missouri in an attempt to answer this question. They found that students who came voluntarily for counseling had a different perception of the counselor than did students who were referred to the counselor. The investigators suggested if further investigation substantiates that students with a better understanding of the counselor's role are more prone to seek counseling, then counselors need to direct particular attention to informing students about counseling services.

What effect has counselor responsibility for student discipline on student perception of counselor role? Strowig and Sheets (1967) attempted to answer this question by investigating student perception of their counselor's role over a period of two years. During this time the large suburban high school involved in the study had changed from a system of deans who had both counseling and disciplinary responsibilities to a system of counselors who did not discipline students. The investigators found:

> There was evidence that the counselors were perceived more negatively as counselors than as deans. . . . The authors do not have a favored explanation. The multiplicity of interpretations, however, have served to convince them that (a) making changes in a guidance program involves the shifting and realignment of a complex of factors—it is no simple matter, and (b) the question of counselor responsibility cannot be answered easily by invoking some moral imperative or sweeping dogma. (pp. 929-930)

From the results of this study it appeared that students' perception of counselor role was influenced by what the counselor did with the students on the job rather than by a change in job title.

Blum and associates (1955) conducted one of the earliest studies involving parent opinion of counselor role. The first step of the investigation was intensive pre-enrollment counseling of 167 students. A summary report of the counseling activities was then sent to the student at his home. A primary concern was whether the counseling summaries were voluntarily shared with the parents by the students. Later, a questionnaire about the value of pre-enrollment counseling sessions was sent to the parents. They found parents did read the summaries and also wanted to be informed regarding the outcomes of college counseling. Parents agreed counseling and related services for their children were helpful and indicated academic advisement, counseling with low achievers and occupational information services were "expected." Blum concluded that communicating with parents resulted in

greater parent involvement and understanding of guidance services.

Evraiff (1961) reported a study of the counselor's function as seen by administrators, teachers, junior and senior high students, and their parents. While all ranked the counseling of students concerning school problems as being the most important function of the school counselor, they differed in their perception of the counselor's role in such areas as conferring with parents, personal problems, future career plans, consulting with teachers, use of referral agencies, and pupil programming.

Parents perceived school counselors to be more helpful with the educational problems of their children than closest family friends and school principals, in an investigation conducted by Bergstein and Grant (1961). They studied parents' perceptions of counselor role by interviewing 187 mothers and 179 fathers of children in grades six, eight, ten, and twelve in a selected community. They found parents' perceptions of counselor role did not follow a distinguishable pattern at different grade levels. Parents at all four grade levels perceived school counselors to be more helpful with educational and vocational problems than with personal-emotional-social problems.

Dunlop (1965) surveyed the attitudes of high school seniors, parents, administrators, counselors and counselor-educators to determine their perceptions of the role of the counselor. All groups agreed educational and vocational counseling was an appropriate task for the counselor, although differences were reported in group reaction to teacher-like tasks. Parents considered teacher-like tasks to be appropriate; and teachers considered it appropriate for counselors to teach at least two classes a day. Female teachers tended more than male teachers to recognize professional differences between teachers and counselors; however, both favored increased attention to vocational counseling. Counselor time limitations were a matter of concern to students, parents and counselors.

Dunlop stated:

> It would appear that there is no universally acceptable role definition for the high school counselor. However, if counselors are to do the work for which they are presumably best trained . . . efforts must be made to promote the counselor's image along lines viewed as being appropriate by the counseling profession. (p. 1028)

School Administrators

Chenault and Seegars (1962) administered the Leary Interpersonal Checklist to 98 full-time, certified counselors and 66 principals in the State of Kentucky. The purpose of the study was to assess the personality characteristics of the respondents and to explore the feasibility of the Leary checklist for evaluating relationships of the two groups in respect to guidance services. The investigators found both counselors and principals were essentially dominant persons; counselors leaning toward the tolerant side of the continuum and principals toward the competitive side. Principals wanted their counselors to be firmer, more aggressive persons even though they recognized the counseling function as conflicting with such behavior. The investigators suggested that their expectations of each other as persons, i.e., counselors vis-à-vis principals, may be a major factor contributing to administrative problems.

Steckbauer (1963) reported on Wisconsin secondary school principals' perception of the role of the school counselor using data based on a ques-

tionnaire which was completed by 133 principals in high schools of varying enrollment.

He reported:

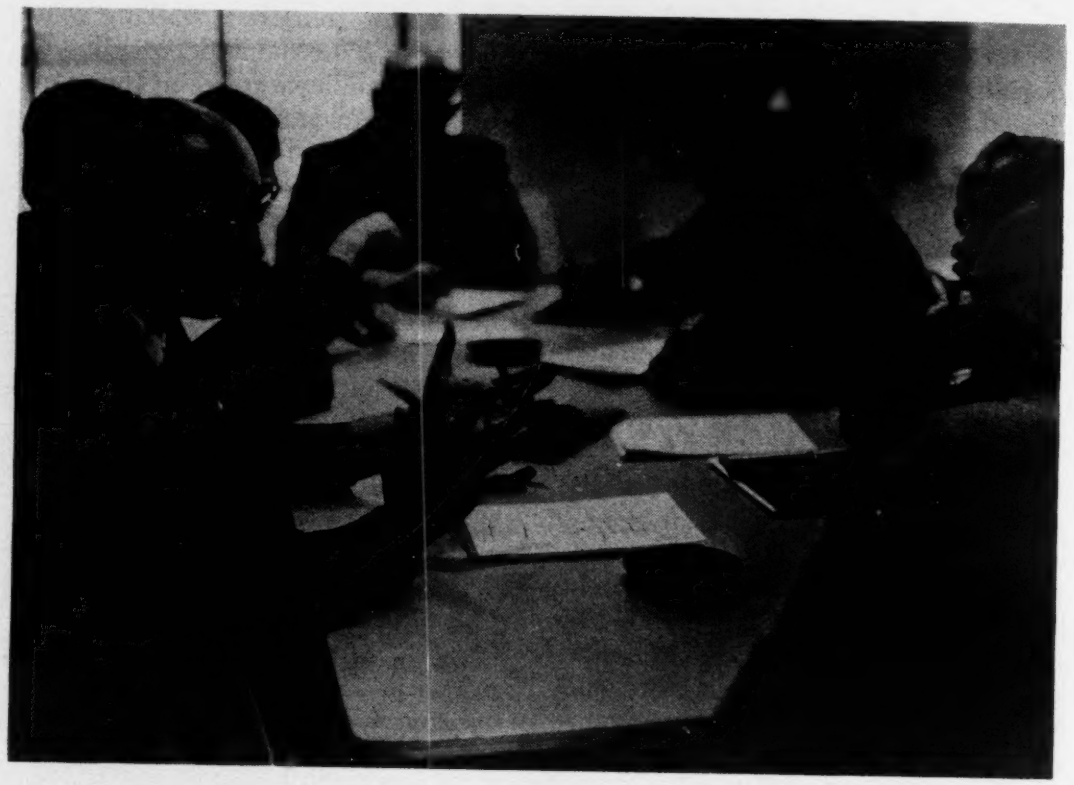
> Fewer than half the principals thought the counselor should be responsible for teaching life adjustment and occupational exploration courses or job application techniques. Nor did they feel the counselor should conduct tours of business and industry, secure part-time jobs for pupils . . . principals perceive the role of the counselor as primarily one of working with individual pupils in areas of educational and vocational planning and academic achievement. To a lesser degree they see him giving and interpreting tests, and working with other school staff members in formulating school guidance policies. (p. 5)

In an extensive investigation of school counselor and administrator relationships and perceived job effectiveness and satisfaction with counselor function, Stewart found (1964):

> . . . consistent evidence of the importance of adequate communication between the counselor and the principal. While the hypotheses tested were based on the assumption that the counselor's situational adjustment would . . . be a foundation of his ability to perceive the principal's expectations, it must be remembered that the counselor often is instrumental in shaping these expectations. . . . Without participation of this type from the counselor the principal is left to formulate expectations from whatever sources are available to him. The principal, too, must bear a continuing responsibility for being knowledgeable about current trends in counseling and effective practices. (pp. 126-127)

Stewart commented:

> . . . the institution's expectations are daily represented to the counselor through the person of the building principal. It is he who interprets institutional regulations, encourages or rejects counselor behaviors that deviate from formal institutional expectations, and appraises the effectiveness with



which the counselor fulfills the expectations held for him. (p. 8)

Sweeney (1966) conducted an investigation to determine the perceptions of counselors and administrators of the counselor's activities and the attributes necessary for him to be effective in his role. The findings indicated, in general, that counselors and administrators ranked counselor activities similarly. Principals and counselors tended to agree on the major activities of the counselor and disagreed on the "lesser matters" pertaining to counselor role. While counselors and administrators ranked attributes for the counselor somewhat similarly, administrators showed a desire for the counselors to demonstrate a greater degree of leadership characteristics.

Kaslo (1966) investigated the behavior, attitudes and values of 30 high school principals in five states as they functioned in supervising counselors in their schools. He found principals usually sought former teachers who held a counselor certificate for assignment to guidance positions. The principals viewed teaching and counseling as the same activity and regarded counselors as sub-administrators who divided their time equally between managerial and professional activities. Most of the principals emphasized that counselors should spend their time in student scheduling, vocational information and "school work." Only three principals indicated personal counseling as the "prime business" of the counselor.

Nejedlo and Farwell (1966) investigated the degree of agreement among counselors and their administrators with regard to value orientations held by each and their role expectations of the counselor. No significant relationships existed between counselors' and administrators' expectations of counselor's role, counselors' expectations of counselor role and counselors' perceptions of administrators' expectations of counselor role, and administrators' expectations of counselor role, and counselors' perception of administrators' expectations of counselor role.

The investigators concluded:

> Failure in this investigation to establish a relationship between two variables has not provided sufficient evidence to justify the conclusion that no such relationship exists. . . . In counselor education and supervision continued emphasis on relationships existing among counselors and administrators is stressed as being of considerable importance in school counseling programming and management. Too, it is not uncommon to hear it said that as the administrator goes in his view toward counseling and guidance and counselor role function, so goes the program. (p. 66)

The Nebraska State Department of Education (1965) published role guidelines for school administrators and counselors. The intent of the guidelines was to strengthen working relationships by a mutual understanding of respective guidance role and function. The Nebraska statement cited three issues which would affect the role of the counselor in the school, ". . . limitations of the counselor's assignments; . . . the role of the counselor in situations involving student control; . . . the confidentiality of the student-counselor relationship." In a discussion of the limitations of the counselor's assignment the guidelines suggested:

> As it is difficult for teachers to function as part-time counselors, full-time assignments are recommended. It is not advisable that administrators be scheduled as counselors.
>
> Assigning counselors to such duties as study hall, lunchroom and hallway supervision should be avoided because the authoritarian and disciplinary nature of these duties are detrimental to the guidance functioning of the counselor. . . . The counselor

should not . . . be considered as an extension of the administration nor should he be assigned administrative functions to ease the load of the administrator. (p. 34)

Johnston and Walz (1967) compared the results of several counselor role studies which had been conducted using the Q-sort method devised by Schmidt (1962). They found that Missouri counselor and principal sorts correlated .913 on the actual role and .951 on the ideal role. North Central Association (NCA) counselors and principals were .962 on "actual" and .957 on the "ideal." School board members in the NCA study were not quite as much in agreement with counselors and principals on either actual or ideal role. Counselor-educators were more in agreement with others on the ideal role than the actual role of counselors. Johnston and Walz also investigated the counselor role perception on an intra-school basis. By comparing the ideal role perception of counselors, principals and board members from each school and averaging the three correlations, they found a range of .710 in one school to .391 in another. Role perception when viewed on an individual school basis had considerable variability.

Fotiu (1967) investigated the actual and ideal role of school counselors as perceived by principals and counselors in the public schools of Michigan. The results of the research indicated principals were aware of what counselors were doing on their jobs, i.e., there was high agreement on actual role. The principals were more satisfied than counselors with the actual role of the counselors, but differences existed between principal-ideal and counselor-ideal. Counselors and principals agreed that most counselor time should be spent on interviews, conferences, programming, organizing guidance services and making referrals. Counselors believed that the principals wanted them to give high priority to processing forms, although the reverse was true. Counselors believed that principals gave low priority to research activities, and again, the reverse was true.

Classroom Teachers

One of the earliest studies of teacher perception of counselor role was conducted by Darley (1956). He discussed the attitudes of teachers in higher education as they viewed the work of the counselor in student personnel services. Darley suggested the following composite caricature:

1. Personnel workers are seen as being members of the administrative hierarchy. Like administrators, they are a necessary evil.
2. Personnel workers represent ancillary services. When the budget needs tightening they are first to go.
3. Counselors are coddlers who salvage those who would otherwise flunk out, and should flunk out.
4. The counselor's quasi-Freudian, quasi-psychometric jargon is pure nonsense.
5. The counselor hides behind the facade of confidentiality when the welfare of the institution is involved or his activities are challenged.
6. It is doubtful if the results of counseling are any better than the faculty-student contacts or any better than the absence of such a program.

According to Peterson (1959), teachers often view the counseling service as a threat to their relationships with pupils. Certainly most practicing counselors have had the experience of criticism and hostile feelings from some members of the faculty. In discussing the interpersonal relationships between teachers and counselors, Peterson states: "Counselors are realistically a

threat to teachers who realize that inevitably a part of the counselor's role is to listen to complaints, real or unfounded, made by students against their teachers."

An investigation conducted by Josephson (1964) tends to agree with Peterson's findings regarding counseling activities. Josephson conducted a study to determine the extent to which teachers agreed with the counselor role definition proposed by the American School Counselor Association (ASCA). A questionnaire was completed by 95 teachers from four Wisconsin school districts. She found teachers well informed and accepting of "guidance activities" performed by the counselor; the least acceptance and understanding was found in the area of "counseling attitudes." She suggested the teacher in-service efforts of the counselor should focus on a better understanding of counseling activities.

Russell and Willis (1964) surveyed the extent to which teachers gave support to the guidance program in five Fairfax, Virginia intermediate schools. They found a substantial difference of opinion among teachers as to the role of counselors concerning discipline. Many teachers felt counselors tend to overprotect students. Also, the guidance program in general did not get the support of a large minority of the teachers. Russell and Willis wondered if this is a result of teachers misunderstanding of role and a problem of communication.

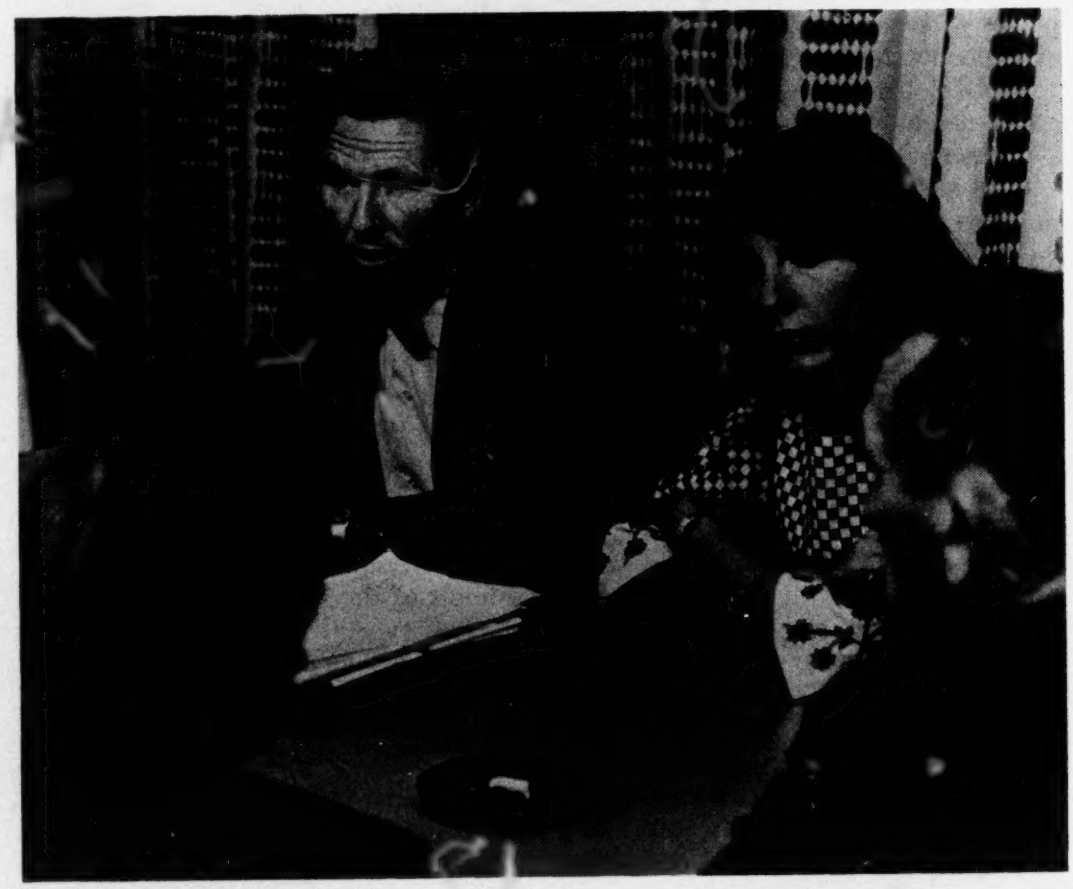
As a "logical extension" to an earlier study of pupil opinion of high school guidance programs, Gibson (1965) surveyed the opinion of 208 secondary school teachers in a four-state area. According to the investigator, the findings from both studies substantiated the view that counselors are not communicating well the role of the school

counselor and the guidance program. In general, this investigator reported secondary school teachers overwhelmingly of the opinion that the school guidance program made a positive contribution to the instructional program of the school. However, many teachers reported the guidance program had not been explained to them. Areas such as individual counseling, testing and confidentiality were most misunderstood by the teachers.

Amundson and Rosenblum (1968) surveyed the counselor role perception of 352 secondary school teachers in five Illinois school districts. They indicated from their findings that there was better teacher understanding of counselor role in smaller high schools than in urban and metropolitan schools. However, because of a relatively large number of "no opinions" response to descriptive role items in the questionnaire regardless of the size of the school, the authors concluded there is need for further clarification of counselor role.

Counselors and Counselor-Educators

One of the earliest studies of the counselor's role was conducted by Arnold (1949). He found counselors were spending more time and effort on problems of tardiness, attendance, discipline, and school failure than on educational and vocational guidance. The time of the counselor was divided almost equally between clerical tasks and counseling. Arnold asked, "Are counselors themselves clear as to what they really want to do?" "Do they not enjoy being jack-of-all-trades rather



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than masters of counseling?"

Hitchcock (1953) conducted a study to determine duties counselors felt they should perform and were performing. Questionnaires were sent to 2,002 counselors in 48 states who were recommended by the state directors of guidance services. Of this group, 1,329 of the counselors replied. Forty-seven of the questionnaires were eliminated from the study because of inadequacies. Therefore, the findings represented the opinions of 1,282 counselors from 1,255 schools throughout the United States.

The findings of the study are startling in terms of counselor role disagreement (p. 73):

- Of 986 counselors who now assist pupils who are failing school work, 41 percent do not feel it is their job.
- Of 1,152 counselors who now assist pupils with occupational plans, 40 percent do not feel it is their job.
- Of 1,101 counselors who now assist teachers with pupils' problems, 37 percent do not feel it is their job.
- Of 893 counselors who now interpret test results to teachers, 33 percent do not feel it is their job.

Hitchcock commented:

> The analysis of the duties which counselors are now performing in comparison with what they believe they should do reveals a striking study in contrasts. In fact, the results are so shocking that one wonders what these counselors believe are their functions and how they arrived at this point of view. (p. 72)

Martyn (1957) suggested that counselors first must have some idea of how their time should be spent before they can work and act as professionals. He conducted a time study of 35 counselors in five h[illegible] schools in the San Francisco area and found that counselors were spending from 43 to 81 percent of their time in clerical work. He hypothesized that while poor organizational practices may be a contributing factor, it was also possible that counselors kept themselves busy with clerical work as a result of deficiencies in counseling skills.

One of the first counselor "time budget" models was suggested by Hoyt (1955). He stated his position on the approximate percentage of time a counselor should spend in basic activities (p. 87):

Counseling 50%
Appraisal 10%
Working with Teachers 10%
Group Activities 5%
Environmental Information 10%
Administrative and Clerical Work 5%
Working with Parents and Community 5%
Local Research 5%

Missouri Experience

Tennyson (1958) attempted to determine answers for two specific questions: (1) How do counselors apportion their time among special guidance functions? (2) What do counselors believe to be a proper allocation of time with respect to these functions? The data reported represented a response from 95 percent of all counselors in Missouri who met the criteria: (1) of holding the title of director of guidance, counselor and teacher-counselor, (2) of devoting at least one class period per day to guidance work, and (3) of being employed in public secondary schools of the three year, four year or six year type.

All counselors responded by mail to an instrument developed by Tennyson. An interview was used to collect additional data from twenty-nine of the counselors. The following summary data were obtained from 152 certified guidance workers in Missouri (p. 130).

Assistance to Students
Time now spends 60.65%
Time should spend 65.49%

Assistance to Teachers
Time now spends 13.68%
Time should spend 15.59%

Assistance to Administration
Time now spends 21.67%
Time should spend 12.18%

Research Assistance
Time now spends 4.00%
Time should spend 6.80%

As reported by Tennyson, the counselors seemed to feel they were spending too much time assisting the administration. The counselors believed some time spent assisting administrators should be eliminated so more time could be spent assisting students and teachers, although the amount was not great enough to be significant in terms of mean percentages. Tennyson suggested that the counselor focus attention on how his time is spent and how this time distribution affects program development.

Farwell and Vekich (1959) investigated the status of school counselors in Ohio public secondary schools. They assessed the certification status, the time devoted to guidance activities for each counselor as well as the scope of guidance activities provided by the schools. They found a total of 858 "guidance workers" assigned to formal guidance activities. Of the 858 guidance workers there were 222 full-time workers, 247 half-time and 389 less than half-time workers. Approximately 51 percent (648) of the 1,138 schools did not have school counselors. Ninety-five of the full and half-time guidance workers held a pupil personnel certificate of some type. They found the larger schools doing a better job of providing assigned time and personnel for guidance functions.

Van Atta and Peters (1963) also conducted a survey of guidance programs in Ohio. They noted that since the Farwell and Vekich study the number of persons assigned as counselors had increased more than three times. They assumed a relationship between improvements in staffing and improvements in guidance programming and attributed the relatively large number of part-time counselors to Ohio's certification standards which were less stringent for part-time counselors. They commented:

> The survey findings also shed light on the part-time vs. full-time counselor debate. Often the proponents of the counselor-teacher combination hold that such an assignment serves to keep the counselor in touch with pupils and with the experience of teaching them. Yet, the proponents, themselves often administrators, seldom are heard to recommend the administrator-teacher assignment. One wonders if the administrator does not also need to maintain contact with pupils and the experience of teaching. (p. 512)

How effective are the training programs for high school counselors? Harmon and Arnold (1960) asked 200 counselors who were members of the American School Counselor Association (ASCA) in northern, western and eastern United States to respond to this question. The counselors rated their preparation in counseling, testing and occupational information as good or excellent. The counselors were less satisfied with their training in group guidance, class scheduling and course selection, and in in-service training. When asked for suggestions for the improvement of counselor preparation, the counselors listed supervised counseling experience and analysis of counseling interviews most frequently.

What does the school have a right to expect of the counselor? What does the counselor have a right to expect of the school? Hoyt (1961) said the counselor should have a career commitment to education with primary emphasis on teaching rather than clinical or counseling psychology. The counselor should be a specialist in education with specific skills, knowledges and competencies. The school has a right to expect that the services of the counselor will extend beyond the welfare of every student and include the teaching staff and the administration. The counselor should also be constantly striving to increase his professional competence. Hoyt acknowledged that his position may be unpleasant or distasteful to some readers. Nevertheless, he believed the school's expectations for guidance and counselor's competencies should be compared before the counselor is employed.

Counselor time priorities should not be rigidly dictated because of differences among responsibilities assigned to secondary school counseling positions, according to Roeber (1961). He suggested the following time distribution (p. 18):

Direct Services to Parents 10-15%
Direct Services to Pupils 50-60%
Direct Services to Teachers, Administrators 15-20%
Research and Leadership Activities 10-20%

Hollis and Isaacson (1962) proposed the development of a time budget for the school counselor. To establish one they conducted a study involving 39 members of an advanced institute in guidance and counseling held at Purdue University. More than two-thirds of the counselors had over three years counseling experience, most were certified and held master's degrees. Thirty of the 39 counselors were from Indiana. At the beginning of the institute the counselors were asked to record the percentage of time they devoted to each guidance service for the past year. Seven weeks later the counselors were asked to record an ideal time distribution. Based on the information gained from this study and from the experience of the authors, the following time budget was recommended (p. 93):

Counselor Time Budget
Counseling Service 50%
Information Service 10%
Testing Service 10%
Community Relations 5%
In-Service Education 5%
Placement Program 5%
Follow-Up 4%
Resource Person 3%
Research 3%
Communications 2%
Evaluation 2%
Budget 1%

In a major reference pertaining to the role of the counselor, Wrenn (1962) recommended that the counselor perform the following major functions: (1) counsel students, (2) consult with teachers, students and parents, (3) study the changing data about the student population and interpret it to school staff, and (4) coordinate counseling resources in school and between school and community. It was also recommended that from two-thirds to three-fourths of the counselor's time should be committed to the first two of these functions.

The Colorado Department of Education (1962) suggested the following division of time for one full-time counselor in a secondary school of 300 pupils (pp.7-8):

Counseling 50%
Group Guidance 13%

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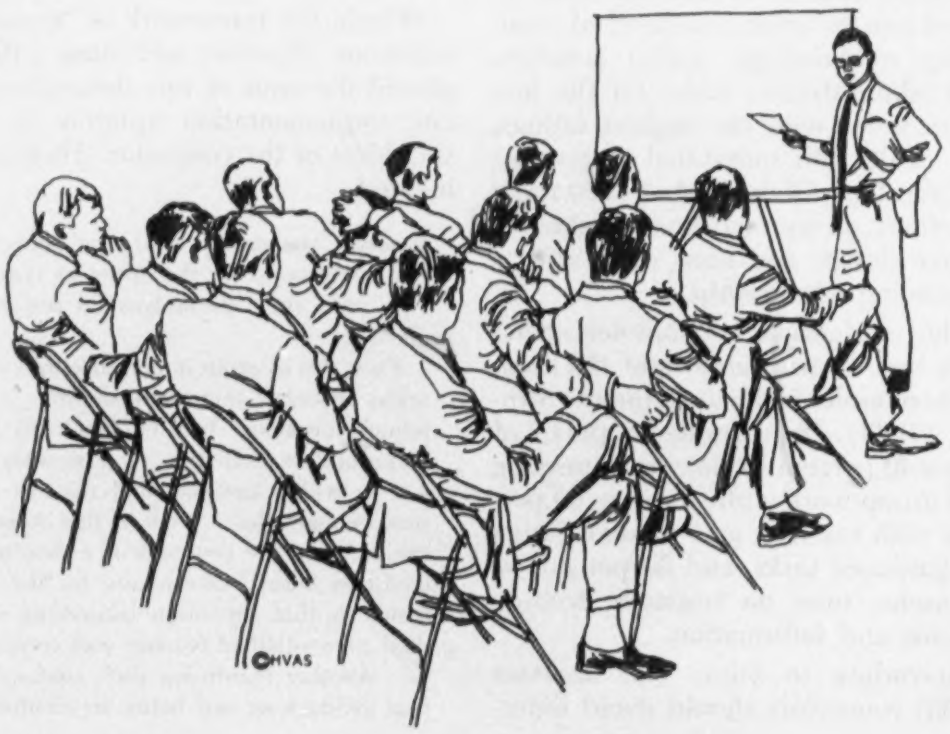
Testing 9%
Educational-Occupational Information 5%
Professional Growth Activities 5%
Faculty In-service 3%
Program Planning 3%
Special Projects 3%
Recording and Reporting to Administration 2%
Publicity 2%
General School Staff Activities 2%
Miscellaneous 1%

Schmidt (1962) administered a Q-sort of 50 statements of counselor responsibilities to counselors and the principal from 48 secondary schools in Missouri. The investigator attempted to identify the actual and ideal roles of secondary school counselors as they are perceived by secondary school counselors and by their school principals. Both the counselors and their principals tended to perceive a significant and substantial positive relationship between the actual and ideal roles of the counselor; however, the counslors did not perceive a greater similarity between their actual and ideal roles than did the principals. Although the relationship between the counselors' and the principals' perceptions of the counselor's actual role was positive and significant, the correlation left over 60 percent of the variation unaccounted for. This was also true for the ideal role.

Schmidt concludes:

> . . . although a fairly promising state of affairs is suggested by the study it should be remembered that the subjects, as a group, were selected because they met some rather select criteria of training and experience. Only further research can determine whether neophyte, poorly trained, or part-time counselors would yield similar results. (p. 604)

Fitzgerald (1962) investigated the role of all high school and junior high school counselors in Pinellas County, Florida. All counselors kept an activity



log for a period of ten days. Later, through series of staff meetings, a "projection" was made of ideal counselor role. The results of the actual role for the high school counselors were as follows (pp. 217-218):

Counseling 20%
Conferences with Parents, Teacher, Student 26%
Testing 2%
Group Guidance 3%
Clerical 10%
Correspondence 2%
Miscellaneous 26%
Other 11%

In the opinion of the investigator, the opportunity for the counselors to determine "where they are now" and to discuss "where they are going" was a valuable experience which would assist the counselors in the process of role implementation.

Snyder (1963) administered a questionnaire to 29 Wisconsin secondary school counselors. The questionnaire consisted of 36 counselor functions divided into the areas of individual counseling relationships, group activities and administrative tasks. Of the first seven items with the highest ratings, five dealt with individual counseling relationships. Of the seven lowest rated functions, all were group and administrative duties, and none dealt mith a counseling relationship.

The problem of how counselors spend their time is more important than student counselor ratios according to Strowig (1963). He suggested a policy of about 40 percent of time in counseling and group work with students, 40 percent with teachers and administrators on guidance tasks, and 20 percent of counselor time on research, testing, records and information.

According to Stone and Shertzer (1963) counselors should avoid determining their occupational identity from the conflicting expectations of pupils, teachers, parents, administrators and others. They suggested that each counselor in a framework of "reasoned militancy" is responsible for creating and achieving his own occupational identity. The counselor must take into consideration his own training and experience, the setting in which he is employed, and his own personal characteristics. Counselor-educators are also involved in the process of the profession's search for occupational identity. However, Stone and Shertzer pointed out that confusion existed and that counselor-educators often presented a polarity of positions on basic guidance activities. They commented:

> We assume the authors (counselor-educators) have reasons for their stands. The reasons undoubtedly lie in their own experience and are reflected in the nature of their counselor preparation programs, and . . . find expression in their views of the scope and focus of guidance. (p. 343)

Within the framework of "reasoned militancy" Shertzer and Stone (1963) placed the onus of role determination and implementation squarely on the shoulders of the counselor. They commented:

> It seems abundantly clear that counselors will continue to be the target of criticism . . . until they themselves do something about it.
>
> First, it is of major importance that counselors articulate their own identity . . . as school counselors become identified with inappropriate activities . . . stereotyping sets in which hampers and distorts their professional role. . . . All of this points to the fact that the counselor is a thoroughly confused fellow. One reason for the confusion is that too often counselors serve dual roles—that of teacher and counselor. . . . Another reason for such confusion is that giving tests and being an administra-

tor's handyman is the easiest, most secure role for the counselor.

The second step is that counselors must communicate their role to their publics. Communication with teachers and administrators is especially needed because students' and parents' perceptions of the school counselor are reflections on how the counselor is viewed by teachers and administrators. Their view, in turn, is dependent upon how the counselors view themselves. How the counselor views himself will determine not only what he will do in the school and community but the effectiveness with which he does it. . . . A talk at a single parent-teacher meeting will not serve the purpose. It requires career-long contacts in which the counselor lucidly and frequently explains the purposes and methods of his work, i.e., his reasons for being.

Reliance on the traditional role of the counselor will not suffice, since the traditional role rapidly grows outmoded and ineffectual. An 'other directed' multiple identified based on an interpretation of opinions from segments of the school counselor's publics various public lead into a blind maze of confusion. Therefore, in this context, occupational identity, like individual identity, is the responsibility of each counselor. (pp. 691-692)

Dugan (1964) indicated that the considerable diversity of counselor role in secondary school was a result of the amount and type of professional preparation of the counselor and the role expectation held by school administration and staff. In his opinion, the ultimate test for counselor role is the constructive contribution this professional position makes to the educational program in behalf of individual pupils. Dugan suggested seven basic counselor functions (p. 39):

1. . . . devote at least 50 percent of the counselor's time for individual counseling . . .

2. Develop cooperative working and consultative relationships with teachers . . .

3. Develop effective relationships with parents . . .

4. Technical leadership to the total school program of testing and cumulative records . . .

5. Work with the total school staff in developing a healthy educational atmosphere for all pupils . . .

6. Serve as a channel of communication and referral with related agencies and resource services . . .

7. Conduct follow-up and other service studies . . .

Munger, Brown and Needham (1964) conducted a follow-up study of 25 counselors who had attended an NDEA Institute at the University of North Dakota. The counselors were asked to rank specified guidance activities in the order of the amount of time spent on them. The number on the left of the following activities indicates the composite ranking (p. 989):

1. Individual counseling (1)
2. Information activity (6)
3. Conferences with teachers (3)
4. Administration of guidance program (9)
5. Test administration (11)
6. Parent conferences (2)
7. Orientation and group activities (5)
8. Conferences with administrators (10)
9. Case conferences (4)
10. Placement activity (7)
11. Teaching (12)
12. Research activities (8)

The counselors were also asked to rank the same activities in the order of the time they would like to spend on them. This preference is reported by the number in parentheses in the above list. It is evident counselors wanted to spend most of their time in individual counseling and working with teachers and parents, and less time with the

managerial or administrative functions of their jobs.

The first-year experience of beginning counselors has received little attention in the literature. Kaplan (1964) investigated the professional problems encountered by beginning full-time counselors in New York secondary schools. Beginning counselors indicated their main areas of difficulty were counseling and obtaining data about pupils. New counselors who worked alone in a school system or who were assigned students in grades 10-12 rather than grades 7-9 and/or who reported inadequate facilities or materials, had greater numbers of professional problems. Kaplan suggested these findings have particular significance to counselor-educators and supervisors in the placement of new counselors.

Farwell (1963) exhorted counselors to become active agents in role determination and implementation. He commented:

> School counselors must exert initiative in the task of identifying their proper role and function. The counselor who assumes some form of leadership in each aspect of the school guidance program will be serving the guidance movement in two ways: He can develop his own conception of his role . . . he can clarify the aims and functions of the guidance program for teachers and administrators and help them to understand their role in guidance. (p. 15)

Stefflre (1964) suggested that the school counselor does not really identify with the profession of school counseling. He is often recruited accidentally and waits impatiently to move on to other occupations. The high disagreement on counselor role by the leaders in the profession contributes to lack of professional commitment by the counselor. Stefflre commented:

> Is he aware that, because the occupation is changing, there will be inevitable conflict between his professional association itself and many of its members? . . . What kind of a fictionalized image of an ideal or model school counselor will he support and emulate . . . is it possible that as we become more professional we tend to think less about the purposes of the school and emulate more the private practitioner? Do we want to withdraw more and more with the individual student and deal with his personal problems rather than involve ourselves with the teacher, the school and the goals of education? (p. 659)

The American School Counselor Association (ASCA) statement of policy and guidelines for implementation of policy in 1964 covers the areas of professional identity, rationale, responsibilities, competence, preparation and environment. It does not attempt to delineate a counselor time budget but suggests counselor employment on a full-time basis, and a counselor time expenditure of no less than 50 percent in counseling with individual pupils or small groups of pupils.

In the opinion of Bentley (1965) the literature has neglected role theory in the polemic surrounding the role of the counselor. Of particular concern to Bentley is the "reasoned militancy" approach espoused by Stone and Shertzer (1963). He believes that the counselor's role must, in part, be shaped by the various publics. There never can be one professional role for the counselor; there must be many. Bentley believes that in the final analysis the counselor will perform his role in his own way. Essentially, he proposes a compromise in role determination as seen in his conclusion that:

> . . . a more positive strategy is suggested . . . the counselor and principal may: (1) explore carefully the role expectations held by significant others within the institutional setting . . . (2) explore carefully the role perceptions held by the various members of the social setting. (p. 16)

Herr and Cramer (1965) compared the results of two studies which examined the role determinant perceptions of 131 counselor-educators and of 400 school counselors. The results were as follows (p. 25):

Counselor-Educators

Rank Determinant

1.5 Counselor-Educators
1.5 Abilities of Counselor
3 Principal
4 Superintendent
5 Guidance Supervisor
6 Community
7 Board of Education
8 Students
9 Teachers
10 Professional Organizations
11 Parents
12 State Education Department

Counselors

Rank Determinant

1 Principal
2 Abilities of Counselor
3 Guidance Supervisor
4 Student
5 Superintendent
6 Teachers
7 Parents
8 Board of Education
9 Community
10 Counselor-Educators
11 State Education Department
12 Professional Organizations

The authors suggested that the most significant rank disparities were disagreement about the influence of counselor-educators and students. It appeared counselors were more job-oriented or situationally-oriented than professionally-oriented.

Riccio (1964) reported on the research of several of his graduate students. He suggested that students who entered counselor education programs had two conflicting needs: a need for status and a need to perform social service. According to Riccio, if a counselor's status needs are stronger than his service needs, we can expect the counselor to spend substantial effort achieving status at the expense of service. To assess the characteristics and motives of individuals who wish to be called counselors, several studies of Ohio counselors were conducted.

Following are some of the major findings and implications:

1. Many certified counselors had taken the majority of their graduate work in school administration.

2. There were twice as many males as females in counseling . . . "males are using counseling as a means of improving their financial and professional status in schools."

3. Less than 15 percent of a counselor study group had done a thesis in guidance or educational psychology.

4. Institute enrollees more readily identified with appropriate professional organizations than did non-institute enrollees.

5. Individuals who became counselors very late in their educational careers did not readily identify with professional organizations.

6. Counselors who received their certification early in their careers were more likely to make geographical moves to obtain guidance positions . . . and more likely to advance themselves professionally.

Riccio concluded by identifying several impediments to the professional growth of counselors. He included (p. 45):

1. Improper motivations for a career in counseling or lack of a thorough commitment to a career in counseling . . .

2. Insufficient opportunity to develop research skills and competencies . . .

Pruett and Brown (1966) surveyed the time allocation of Indiana counselors. The counselors were asked to keep

a log of their activities for a specified three-week period. The composite results were compared to the recommendations made by Wrenn (1962). About 52.5 percent of the assigned guidance time was spent in work with students, parents and staff in comparison to the two-thirds to three-fourths recommended in the Wrenn report. Approximately 25 percent of the assigned counselor time was spent in clerical work, substitute teaching, scheduling and administrative "chores." The study of student population and coordinator of school and community, as recommended by Wrenn, "were both being largely neglected by school guidance personnel."

Ashcraft (1966) investigated the actual duties and responsibilities of counselors in a five-state area. The Statement of Policy of the American School Counselor Association (ASCA) was used as a basis for comparison. While the study was somewhat limited in scope, some of the results are pertinent to this review. Of the 100 secondary schools in the study, only 36 percent had a written policy concerning the specific duties of the counselor. Of the total time spent in guidance activities, about 42 percent was devoted to individual counseling. Twenty percent of the counselors reported that they viewed their present positions as a stepping stone to school administration. The counselors ranked as major difficulties: (1) time for test interpretation, (2) clerical responsibilities, and (3) inadequate means of informing students about vocational and educational information.

Stevic (1966) surveyed 200 counselors and asked them to complete two instruments which covered aspects of the counselor role. The first instrument determined the extent of counselor commitment (ideal) to specific guidance activities. The second instrument determined the extent of counselor functions (actual) to guidance activities. There was a significant hierarchical ranking of areas on the ideal instrument. This ranking was (p. 95):

a. providing services to individual students
b. establishing and maintaining staff relationships
c. establishing and maintaining community relationships
d. providing services to groups of students
e. promoting the general school program
f. accepting professional responsibilities

Stevic also found that the number of years of counseling experience was significantly related to the scores on the two instruments. Also, the more training the respondent had, the higher was the coefficient of correlation for his scores on the both instruments. Conversely, the number of years of teaching experience did not appear to be related to the extent of agreement between the instruments.

Daldrup (1967) in effect, replicated the earlier study by Tennyson (1958). He determined the status of the secondary counselor's job in Missouri in 1962 and compared the results of his study with the 1956 Tennyson study. Daldrup found that the way in which the counselor spent his time remained remarkably stable during the six year period which elapsed between the two studies. For the most part, counselors were still not contented with the way they spent their time. Daldrup suggested that in an attempt to be all things to all people the counselor role has become so all-inclusive as to defy actual performance of all the allocated tasks.

As mentioned previously, Nelson and

Fredrickson (1967) had 600 full-time school counselors in Colorado and Massachusetts place in rank order a maximum of three problems that they would like to have research answer for them. The three most frequently reported research areas listed by school counselors were counselor role, college placement and staff relationships. Nelson and Fredrickson commented (p. 386):

> Some of the questions asked by counselors about their professional roles were as follows: "What percent of the day should be devoted to various demands?" "Should the counselor do scheduling and programming of students?" "How much time should be spent in actually counseling?" "How do the duties of the counselor differ from those of the administrator?" "How involved should the counselor be in testing?"

Other Situational Variables

The controversy over the advantages of the full-time counselor as compared to a part-time counselor rages on in the profession. Arbuckle (1961) suggested that part-time counselor status provides "an ineffective fish and an equally ineffective fowl." In his opinion only the school counselor is willing to accept the part-time, dual role status: "We have no doctor-teacher, nurse-principal, psychologist-janitor, but we have thousands of teacher-counselors or principal-counselors." He concluded that there are a number of functions from which a teacher can never completely divorce himself and that this is why teacher-counselors are primarily teachers. According to Arbuckle, when the school counselor becomes a graduate of one of the few professionally acceptable programs then we may see a rapid reduction in both the "part-timeness" of his education and the "part-timeness" of his function.

Will counselors who also teach find greater acceptance by other teachers in the school? Are full-time counselors more effective in working with students than part-time counselors? Dannanmaier (1965) attempted to answer these questions by administering a questionnaire to students and teachers in two school districts. One district employed full-time counselors; the other employed part-time counselors. The results of the study refuted the hypothesis that part-time counselors have better staff relationships than full-time counselors. The responses of the teachers were primarily a positive reflection of employment pattern of school counselors in their district. It was reported that full-time counselors were more effective in counseling with students than half-time counselors. In the district which employed full-time counselors, more students knew the name of the counselor and visited the counselor voluntarily. In the school which employed part-time counselors more students considered scheduling and record keeping as counselor duties.

Peters and Shertzer (1963) presented the advantages and the disadvantages of a full-time and part-time counselor. The advantages of a full-time counselor are (p. 156):

1. Can devote full-time to counseling activities with less chance of interruptions.
2. Likely to develop more intense professional attitudes.
3. Easier to obtain counselors.
4. Person becomes identified as a counselor, not just another teacher.
5. Are available during all parts of the day, not just certain hours of the day.
6. Tends to be seen more as a specialist.

The disadvantages of a full-time counselor are:

1. Claims he may lose contact with pupils as they act in classroom setting.

2. Teachers may not accept counselors as well.

3. May have more clerical and other non-counseling duties given to him.

The advantages of a part-time counselor are:

1. Believes that teachers accept counselors more readily.

2. Sees pupils in situation other than counseling relationship.

3. Claims are in closer touch with pupils.

The disadvantages of a part-time counselor are:

1. Has divided responsibilities and loyalties.

2. Time factor limits activities he is able to do well.

3. Too often his work becomes full-time in both areas.

4. Often lacks the training for counseling work.

Hatch and Stefflre (1958) also commented on the matter of full-time and part-time service of counselors. In their opinion, the proponents of full-time counselors point out the following advantages (p. 212):

1. The full-time counselor is not handicapped by a divided professional responsibility and, therefore, is a more effective counselor.

2. It is easier to obtain more competent counselors if they are assigned full-time counseling responsibilities.

3. A staff of full-time counselors is much smaller, and thus it is easier for the students to identify its members.

The proponents of part-time counselors cite the following points:

1. The part-time counselor is more effective in his counseling relationship if he has teaching responsibilities for part of the day.

2. The teaching staff tends to accept the part-time worker more readily than the full-time counselor since he is one of their group.

3. The total number of counselees assigned to the part-time counselor is less than to the full-time counselor. This permits the part-time member a better opportunity to become acquainted with the counselees.

Sanborn (1964) investigated the effectiveness of four types of guidance program organization by comparing the following student characteristics: student satisfaction, self-knowledge of academic abilities, progress toward goals, and appropriateness of level of post-high school educational goals. Of significance is the finding that results appeared to favor the organizational structure of school districts which provided systematic group procedures conducted by full-time counselors or supplemented by the work of full-time counselors.

Summary

The preceding review of the literature on school counselor role determination and implementation presented in this chapter is indicative of the complexity of the problem. A summary of the research findings suggests the following composite counselor role milieu at this time.

Parents

Perhaps the most significant revelation in the review of the literature regarding parents' perception of the role of the counselor has been the paucity of studies involving parents. This may be due to the fact that communication with parents regarding school counselor role has been indeed very limited. When parents were informed about the activities of the counselor they became more involved and showed greater understanding of the guidance program. It was shown that parents considered counseling and re-

lated services helpful and "expected." It was also reported that parents favored more intensive counseling than either students or teachers.

Parents indicated the counselor was of greater assistance with educational and vocational problems than with personal problems. They considered part-time teaching and teacher-like tasks for counselors appropriate although counselor time limitations were a matter of great concern to them.

Students

It appears that communication with students regarding the role of the counselor has also been very limited. Most students were not sure of the activities of the guidance program and accordingly many students reported the guidance program was not of any assistance to them.

Student perception of the counselor role seemed to be a reflection of how the counselor was perceived by teachers, administrators and the counselors themselves. For example, few students sought assistance from the counselor for their personal problems and counselors indicated they could not offer effective assistance with the personal problems of students. Administrators and teachers expressed more acceptance of the counselor's role in working with personal problems than did counselors or students.

Students reported the counselor can be of greatest assistance in educational and vocational planning and expected counselors to work primarily with students who exhibited overtly that they had problems. Many students felt the counselor did not have sufficient time available to be of assistance to them. Self-referred students had a greater understanding of counselor role than other students. It seems the student who actively seeks assistance from the counselor becomes more involved and, therefore, better understands the program. The student with less initiative feels the counselor is too busy, does not seek out the counselor, and, therefore, doesn't understand the program.

Administrators

Perhaps the major determinant of the counselor's role and function in the school, other than the counselor himself, is the principal. The literature suggested there was high agreement by principals and counselors on the actual role of counselors; however, difference existed between the principals' and counselors' descriptions of the ideal counselor role. Principals and counselors tended to agree on the major activities of the counselor and disagreed on the "lesser matters" pertaining to counselor role. It is conceivable there would be high agreement by counselors and principals on actual role, i.e., the counselor is doing what the principal expects him to do.

Principals viewed counseling and teaching as the same activity and sought former teachers for assignment to counseling positions. Principals wanted the counselor to be more firm and aggressive even though they recognized that this might conflict with the counselor's functions. Counselors were considered by principals as sub-administrators who divided their time equally between managerial and "other" guidance activities.

It was also reported that there was considerable variation in principal-counselor role agreement when viewed on a single school basis as compared to averages for a group of schools. Perhaps the high agreement on counselor role reported in the literature is a result of a "regression to the mean" effect. It seems apparent that counselor-principal role determination is an individual-to-individual matter in each school and varies from school to school.

Teachers

Classroom teachers reported the guidance program had not been explained to them. They particularly did not understand individual counseling, confidentiality or testing. Teachers accepted and understood the guidance activities of counselors but did not understand or accept the counseling activities. Accordingly, teachers viewed the counseling service as a threat to their relationship with pupils. It was reported that teachers in small school districts seemed to have a better understanding of counselor role than teachers in large school districts. This may be due to better staff communication in smaller school districts.

Female teachers tended more than male teachers to recognize differences between teachers and counselors. Some teachers considered part-time teaching and teacher-like tasks as appropriate for the counselor. In school districts which employed full-time counselors, teachers preferred full-time counselors. In school districts which employed teacher-counselor teachers preferred teacher-counselors.

The guidance program in general did not enjoy the support of a significant number of teachers. Counselors are viewed by teachers as members of the administrative hierarchy. As the guidance program was often not explained to teachers and teachers particularly did not understand individual counseling and, since many counselors performed quasi-administrative tasks, teacher misunderstanding increased and support of the program decreased or was nonexistent. The lack of effective communication of counselor role to classroom teachers was a major deterrent to its development and implementation.

Counselors and Counselor-Educators

The literature suggested that occupational identity is the responsibility of each counselor. The current difficulty and confusion regarding counselor role is a result of the contradictory and conflicting expectancies of pupils, teachers, administrators, parents and counselor-educators. To compound the problem, it was reported that the counselor is often recruited accidentally and impatiently waits to move on to other assignments. Many school counselors had taken most of their professional preparation in school administration. Many counselors who entered the profession late in their professional careers did not readily identify with professional counselor organizations. It appears that the lack of professional commitment of many school counselors is also a major obstacle to the development and implementation of appropriate counselor role.

Wide disagreement on counselor role by leaders in the profession contributed to lack of professional commitment by the counselor. For example, there was disagreement among counselor-educators regarding counselor time priorities. There was also difference of opinion between counselors and coun-

selor-educators on primary role determinants. A partial solution to this dilemma was the suggestion that time priorities for counselors should not be too rigidly dictated because of differences in professional responsibilities assigned to secondary school counseling positions. To allow for situational differences, a counselor time budget was recommended as follows: (1) 10-15 percent for direct services to parents, (2) 50-60 percent for direct services to pupils, (3) 15-20 percent for direct services to teachers and administrators, and (4) 10-20 percent for research and leadership activities.

Counselor role studies revealed that counselors were not contented with their actual function. In their opinion, they were spending too much time assisting the administration and the general school program at the expense of assisting students and teachers. It was reported that a disproportionate amount of time was spent in clerical tasks, attendance, discipline and with school failures. Although counselors were not contented with their actual role, in one study it was shown that it remained remarkably stable over a long period of time. It was suggested that counselor role had become so all-inclusive that the performance of all "allocated tasks" was impossible.

The diversity among counselor roles was also a result of the amount and type of professional preparation of the individual counselor. Counselors rated their preparation programs as excellent in counseling, testing and occupational information; less than adequate in group guidance, class selection and scheduling, and in-service training. Beginning counselors reported their main areas of difficulty were counseling activities and obtaining data about pupils. New counselors who worked as the only counselor in the school district had the greatest role implementation problems.

Other Situational Variables

The literature regarding the part-time or full-time counselor is extremely limited. Much of it is basically the opinion of the particular investigator and not substantiated by research. In one study it was found that in school districts which employed full-time counselors, more students knew their names and visited them voluntarily than in school districts employing part-time counselors, where a larger number of students considered scheduling and record keeping to be counselor duties. The results of an evaluation of types of guidance program organization appeared to indicate that school districts with organizational structures providing systematic group procedures conducted or supplemented by the work of full-time counselors were more effective.

Theorists in the field described "role" as a generic term that included role expectation, role conception, role acceptance and role performance. Role expectation was defined as what others think the counselor should be doing. Role conception and acceptance was defined as what the counselor thinks he should be doing and role performance was defined as what the counselor is doing. This review of the literature has dealt primarily with counselor role expectation. It has been shown that the counselor role expectations held by parents, students, administrators, teachers and counselor-educators are differing and unclear. It appears that a major deterrent to the implementation of the school counselor's role is the diversity of role expectations.

II.

Population and Procedures of the Study

THE purpose of this study was to investigate the actual and ideal roles as perceived by Wisconsin secondary school counselors and compare them to a counselor role model based on a consensus of Wisconsin counselor-educators.

Selection of Counselor Population

Phase One

The list of secondary school counselors obtained from the Wisconsin Department of Public Instruction consisted of 746 school staff members identified as secondary school counselors by each school district administrator. These counselors were contacted by mail and requested to participate in the study. They were asked to provide general information about themselves and their employment situation as well as respond to information about their role. After a period of a month completed instruments were received from 584 (78%) of the counselors.

Phase Two

The list of 162 counselors who had not responded to the first request to participate in the study was compared with other employment data obtained from the files of the Wisconsin Department of Public Instruction. It was decided to drop the names of 44 individuals from the study because it was evident that their primary assignment was school administration or junior high school guidance. The remaining 118 counselors were sent follow-up postcards. These resulted in the return of completed instruments from 73 counselors. At this point returns had been received from 657 of 702 (94%) counselors.

Phase Three

A second follow-up postcard was sent to the 45 counselors who had not responded during the six week period since the initiation of data collection. This action resulted in 20 additional completed instruments. Therefore, 677 of 702 (96%) counselors from the amended list returned completed instruments.

Phase Four

Of the 677 counselor returns, 32 had to be eliminated from the study because the information provided in the instrument was incomplete. In most cases, the respondent failed to answer all of the items in the instrument or the role described did not total to 100 percent.

At this point, background and situ-

ational information provided by the remaining 645 respondents was compared to the counselor population criteria. Counselors who did not meet the following selection criteria were eliminated:

1. Employed as a teacher-counselor or a counselor.
2. Certified as an A level (master's degree) or B level (bachelor's degree plus 18 graduate hours).

An additional 316 respondents were eliminated: 116 because they were in their first year as a counselor in the district; 32 who were not employed in grades 9-12; 39 who were either administrators or directors of guidance spending more than twenty-five percent of their time in program administration, and 99 teacher-counselors who were eliminated because they were assigned counselor duties less than twenty-five percent of the time. Thus the counselors in this study were "involved" as secondary school counselors or teacher counselors, and had the training, experience, and time to function as counselors permitting this study of secondary school counselor role to be truly representative.

Therefore, from the original amended list of 702 counselors, 329 were selected for the study. This group is described in Table 1.

TABLE 1
Background and Situational Information
About 329 Counselors Selected for the Study.

Characteristic	Number	Percent
Sex		
Male	247	75
Female	82	25
Age		
27-44 years	209	64
45-66 years	120	36
Counseling Assignment		
Counselors	267	81
Teacher-Counselors	62	19

As shown in Table 1, the typical school counselor in the study was probably a male about 35 years old working as a "full-time" counselor in a school district with several counselors on the staff.

Additional information about 329 counselors selected for the study is as follows:

1. About 83 percent (273) of the counselors and teacher-counselors worked with students in a combination of grades nine through twelve. Only 17 percent (56) worked with students in a single grade.
2. About 89 percent (293) of the counselors and teacher-counselors worked with both boys and girls. Eleven percent (36) worked with boys or with girls only.
3. The average counselor-pupil ratio was 1:424.
4. The average length of time in the present guidance position was 5.6 years.
5. The average total time in all

guidance positions was 7.1 years.

6. The average total time in all education positions was 16.7 years.

7. Of the 329 counselors and teacher-counselors, 192 were certified at the A level (Master's degree) and 137 were certified at the B level (Bachelor's degree and not less than 18 graduate hours).

8. Of the 329 counselors and teacher-counselors, 229 or 70 percent had taken their graduate work in Wisconsin.

9. Seventy-four of the counselors and teacher-counselors were working toward advanced degrees. Most of this group were taking advanced course work in Wisconsin universities.

10. About 57 percent (186) of the counselors and teacher-counselors had taken graduate work beyond the Master's degree. The average number of post-Master's credits was thirteen.

11. About 73 percent (241) of the counselors and teacher-counselors had done the majority of their course work in summer sessions.

12. Ninety-eight or 30 percent of the counselors and teacher-counselors had attended NDEA institutes.

The Counselor-Education Population

At the time of the study there were seven Wisconsin universities which offered a graduate program in counselor education. To obtain a current list of counselor-educators the investigators wrote to department chairmen at these institutions and requested current information about the staff. The institutions were asked to report the names of counselor-educators who spent half-time or more in counselor education. A composite response from all institutions provided a roster of 26 counselor-educators who served half-time or more and 28 counselor-educators who served less than half-time. All 26 counselor-educators who served half-time or more were included in the study.

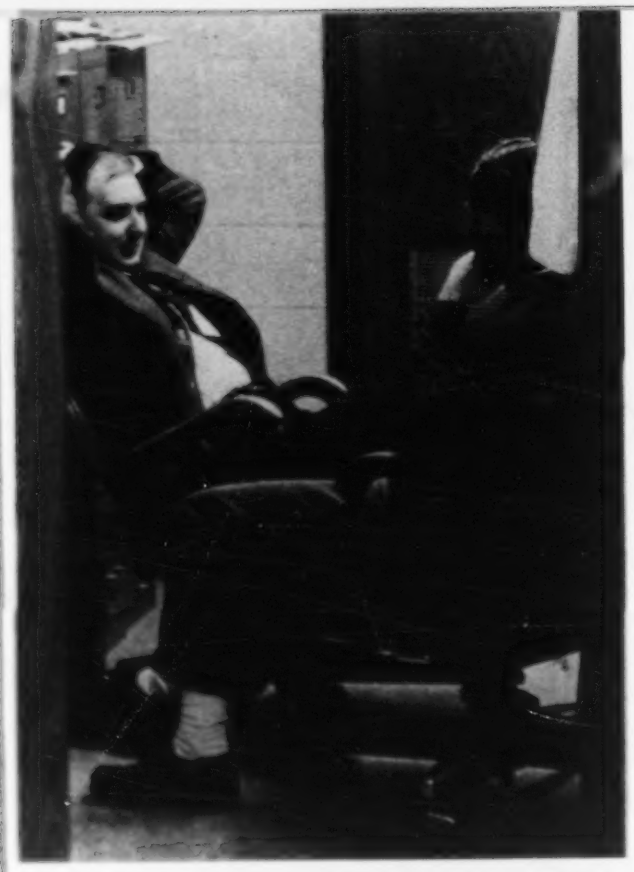
All 26 counselor-educators identified above were contacted by mail and requested to participate in the study. They were asked to respond only to secondary school counselor ideal role. After a period of a month, completed instruments were received from all 26 (100%) of the counselor-educators. Two of the counselor-educators were eliminated from the study since the instruments were not fully completed. Therefore, 24 counselor-educators were selected for participation in the study.

Instrumentation

The instrument used in this study was a modification of one designed by Tennyson (1958). The modification of the instrument involved a revision of the information about the respondent which appeared in Section I. Section II, which originally listed specific counselor responsibilities, was deleted. Sections III and IV were revised to include specific counselor responsibilities. A sub-section on patterns of pupil referral was added to Section IV.

The revised instrument was divided into Section I, General Information; Section II, Counselor Time Spent on Major Guidance Services; Section III, Counselor Time Spent on Specific Guidance Activities; and Section IV, Counselor Time Spent in Individual Counseling. The counselors were requested to respond to the entire instrument. The counselor-educators were instructed to respond only to Column B—"should spend" counselor role descriptions in Sections II, III and IV.

A question which every investigator must consider is the reliability and the validity of the instrumentation. The instrument in its essentials used in this study had been used in studies by Tennyson (1958) and Daldrup (1967).



Schmidt (1962) also developed a Q-sort based on items from the instrument. The only argument for validity of this instrument is that of face validity. It is assumed that the respondents to this instrument were familiar with the delineation of counselor role as presented. Tennyson (1958) and Daldrup (1967) used the instrument with the same general counselor population and it was found that the way the counselors spent their time remained remarkably stable over a six-year period. This finding can be interpreted as providing a measure of reliability for the instrument used in this study.

Treatment of the Data

The differences between means were analyzed, utilizing the t-ratio. The acceptable level of significance was the .05 level for a two-tailed test. The use of this parametric statistic was based on the assumption of normal distribution of the sample, the homogeneity of variance within groups and the continuity and equal intervals of the measures which were obtained from the instrumentation employed in the study.

The criterion for rejecting the null hypotheses was a significant difference between group means on three of four major guidance services or on the category of assistance to students and any other major service. It was assumed that assistance to students would represent more than 50 percent of the respondents' major role model and that a combination of this service and any other service would represent a major time commitment.

Limitations of the Study

The basic limitations of this study were primarily instrumentation and to a lesser degree the population. The limitations due to the instrumentation involved the respondents' individualized perception of the "word" or semantic delineation of counselor role. Also, sections of the instrument were not mutually exclusive. A further concern was with the respondents' ability to accurately describe role performance (actual role).

III.
Analysis of the Data

Analysis of the Data for Counselor and Teacher-Counselor Actual and Ideal Role and Counselor-Educator Ideal Role

THIS chapter includes an analysis of the data by which the eight null hypotheses of this study were tested.

The null hypotheses are:

1. There is no significant difference between the actual role of the counselor and the actual role of the teacher-counselor.

2. There is no significant difference between the actual and ideal roles of the counselor.

3. There is no significant difference between the actual role of the counselor and the ideal counselor role described by the counselor-educator.

4. There is no significant difference between the actual and ideal roles of the teacher-counselor.

5. There is no significant difference between the actual role of the teacher-counselor and the ideal counselor role described by the counselor-educator.

6. There is no significant difference between the ideal role of the counselor and the ideal role of the teacher-counselor.

7. There is no significant difference between the ideal role of the counselor and the ideal counselor role described by the counselor-educator.

8. There is no significant difference between the ideal role of the teacher-counselor and the ideal counselor role described by the counselor-educator.

Results

The data reported in this chapter will parallel the outline of the instrumentation employed in the study. Section II of the instrument requested information about Counselor Time Spent on Major Guidance Services; Section III, Counselor Time Spent on Specific Guidance Activities; and Section IV, Counselor Time Spent in Individual Counseling.

The following abbreviations are used to identify the groups involved in the analysis of the data:

CA Counselor actual role
TCA Teacher-counselor actual role
CEI Counselor-educator ideal role description
CI Counselor ideal role
TCI Teacher-counselor ideal role

Time Spent and Should Spend on Major Guidance Services

The counselors, teacher-counselors and counselor-educators were asked to estimate the time spent and/or should spend on each of four major guidance services. The total time spent in each case represents 100 percent. The profiles of the groups are shown in Table

2. The significance of differences between means is presented in Table 3.

It is noted that a score preceded by a minus sign in Table 3 indicates the

TABLE 2
Percentage of Time Spent and Should Spend on Major Guidance Services.

	CA (N=267)		TCA (N=62)		CEI (N=24)		CI (N=267)		TCI (N=62)	
Guidance Services	Mean %	S.D. %	Mean %	S.D. %	Mean %	S.D. %	Mean %	S.D. %	Mean %	S.D %
Assistance to Students	66.5	13.1	59.6	16.7	62.8	9.8	69.6	9.9	70.2	10.9
Assistance to Teachers	13.4	6.5	13.7	6.8	17.5	6.1	14.2	6.3	13.8	6.3
Assistance to Administration	15.7	10.2	21.8	14.8	9.3	4.5	9.3	4.9	10.3	7.0
Research Assistance	4.4	3.7	4.9	5.1	10.5	4.0	6.9	4.0	5.7	4.0
TOTAL	100.0		100.0		100.1		100.0		100.0	

TABLE 3
t Matrix of Time Spent and Should Spend on Major Guidance Services.

Guidance Services		CA (N=267)	TCA (N=62)	CEI (N=24)	CI (N=267)	TCI (N=62)
Assistance to Students	TCA	—3.01**				
	CEI	—1.71	1.06			
	CI	3.09**	4.50**	3.22**		
	TCI	2.33*	4.17**	3.03**	.43	
Assistance to Teachers	TCA	.27				
	CEI	3.09**	2.51*			
	CI	1.39	.54	—2.52*		
	TCI	.44	.12	—2.47*	— .41	
Assistance to Administration	TCA	3.05**				
	CEI	—5.72**	—5.92**			
	CI	—9.20**	—6.50**	.04		
	TCI	—4.94**	—5.48**	.78	1.02	
Research Assistance	TCA	.74				
	CEI	7.09**	5.26**			
	CI	7.50**	2.84**	—4.13**		
	TCI	2.23*	.89	—4.94**	—2.20*	

*.05 level of significance
**.01 level of significance

group appearing across the top of the table has the larger mean. For example, on assistance to students the counselor actual (CA) mean is 66.5 percent and the teacher-counselor actual (TCA) mean is 59.6 percent. In this case the t score of —3.01 indicates that the CA mean is larger than the TCA mean.

As described in Tables 2 and 3 the counselors spend significantly more time than teacher-counselors in assisting students and less time than teacher-counselors in assisting the administration. In a comparison of counselor actual role to counselor ideal the counselors indicate that they should spend more time in working with students and research and less time in assisting the administration.

The ideal role recommended by the counselor-educators compared to the actual counselor role shows agreement on time spent working with students and indicates that counselor-educators report more time should be spent in assisting teachers and research and less time working with the administration.

An examination of the data comparing teacher-counselor actual role and teacher-counselor ideal shows that teacher-counselors report they should spend more time working with students and less time assisting the administration. The counselor-educator ideal compared to the teacher-counselor actual shows that counselor-educators recommend more time should be spent working with teachers and doing research and less time devoted to administrative tasks.

The counselors and teacher-counselors agree on their ideal role description with the exception of counselors reporting they should do more research. There is agreement on the role described by counselor-educators, counselors and teacher-counselors on the ideal amount of time which should be spent working with the administration. However, the ideal role model proposed by counselor-educators compared to counselor ideal and teacher-counselor ideal suggests less time should be spent working with students and more time assisting teachers and conducting research activities.

Time Spent and Should Spend on Assistance to Students

Within the time allocated for major guidance services the counselors, teacher-counselors and counselor-educators were asked to estimate the time spent and/or should spend on various types of assistance to students. The total spent in each case represents 100 percent. The results of this comparison are shown in Tables 4 and 5.

The counselors (CA) spend about the same amount of time as the teacher-counselors (TCA) in orientation, appraisal and follow-up activities. The counselors devote more time to individual counseling and less time in the management of occupational and educational information than the teacher-counselors.

The counselors' ideal role (CI) agrees with part of their actual role (CA), i.e., orientation, appraisal, individual counseling and placement; however, the counselors indicate they should spend more time conducting group activities and follow-up studies and less time collecting and filing occupational and educational information.

The role proposed by counselor-educators (CEI) is in agreement with most of the actual counselor (CA) activities; however, the counselor-educator role model suggests less time should be spent in individual counseling and more time in group activities and follow-up studies.

The teacher-counselors indicate they ideally would like to spend more time than they do in conducting follow-up

studies and less time in maintaining occupational and educational information. The CEI role model agrees with the teacher-counselors in this change in time budgeting.

ers. The total time spent in each case represents 100 percent. The results of this comparison are portrayed in Tables 6 and 7.

An examination of Tables 6 and 7

TABLE 4

Percentage of Time Spent and Should Spend on Assistance to Students.

	CA (N=267)		TCA (N=62)		CEI (N=24)		CI (N=267)		TCI (N=62)	
Assistance to Students	Mean %	S.D. %	Mean %	S.D. %	Mean %	S.D. %	Mean %	S.D. %	Mean %	S.D. %
Orientation	6.6	4.9	6.5	5.1	6.5	2.7	6.7	4.6	8.1	5.3
Individual Appraisal	10.0	6.3	10.3	7.0	11.3	5.9	9.3	5.6	9.4	4.7
Individual Counseling	58.4	15.4	53.4	16.4	51.3	9.6	59.1	14.0	54.7	13.8
Group Activities	7.0	5.6	9.7	10.2	11.5	7.9	8.1	5.2	10.5	8.5
O-E Information	6.6	5.4	8.8	6.0	6.4	3.1	5.0	4.2	6.0	4.1
Placement	8.2	7.7	7.9	7.5	6.6	3.5	7.2	6.3	6.8	5.9
Follow-up	3.3	3.1	2.6	2.5	6.7	2.8	4.5	2.9	4.5	2.8
TOTAL	100.1		99.2		100.3		99.9		100.0	

In an examination of ideal roles, it is shown that counselors allocate more time for individual counseling and less time for group activities than teacher-counselors. The counselor-educator ideal role model (CEI) compared to CI and TCI shows a recommended pattern of less time expenditure for individual counseling and more time for group activities, maintaining occupational information and follow-up for the counselor group and more time for follow-up studies for the teacher-counselors.

Time Spent and Should Spend on Assistance to Teachers

Within the time allocated for major guidance services the counselors, teacher-counselors and counselor-educators were asked to estimate the time spent and/or should spend on providing various types of assistance to teachers. The total time spent in each case represents 100 percent. The results of this comparison are portrayed in Tables 6 and 7.

shows that the counselor actual role differs from the teacher-counselor actual role in that counselors spend more time than teacher-counselors in assisting teachers in adapting class instruction for students and less time developing the guidance skills of the teacher.

Ideally, the counselors and counselor-educators report, counselors should spend more time than they do developing the guidance skills of the teacher by decreasing the amount of time counselors spend assisting children with problems.

As shown in Tables 6 and 7, the teacher-counselors indicate they should be spending more time than they do in assisting the classroom teacher in the development of guidance skills. When compared to the teacher-counselor actual role the counselor-educator ideal role also indicates more time should be

spent in the development of the guidance skills of the teacher and less time in working with children with problems.

A comparison of the ideal roles of the counselor, teacher-counselor and counselor-educator role model shows general role pattern consensus in the area of assisting the teacher. Counselor-educators recommend more time for the development of teacher guidance skills than provided for in the ideal role description of the counselor.

Time Spent and Should Spend on Assistance to Administration

Within the time allocated for major

TABLE 5

t Matrix of Time Spent and Should Spend on Assistance to Students.

Assistance to Students		CA (N=267)	TCA (N=62)	CEI (N=24)	CI (N=267)	TCI (N=62)
Orientation	TCA	— .07				
	CEI	— .01	.05			
	CI	.47	.34	.31		
	TCI	2.06*	1.67	1.73	1.81	
Individual Appraisal	TCA	.31				
	CEI	.95	.61			
	CI	—1.47	—1.10	—1.54		
	TCI	— .94	— .90	—1.38	.12	
Individual Counseling	TCA	—2.16*				
	CEI	—3.22**	— .73			
	CI	.61	2.54*	3.62**		
	TCI	—1.81	.49	1.30	—2.24**	
Group Activities	TCA	1.99*				
	CEI	2.64**	.84			
	CI	2.37*	—1.17	—1.98*		
	TCI	3.00**	.44	— .51	2.04*	
O-E Information	TCA	2.68**				
	CEI	— .24	—2.41**			
	CI	—3.75**	—4.68**	—2.00*		
	TCI	— .99	—3.06**	— .52	1.64	
Placement	TCA	— .31				
	CEI	—1.81	—1.03			
	CI	—1.57	— .61	.74		
	TCI	—1.53	— .85	.20	— .48	
Follow-up	TCA	—1.84				
	CEI	5.51**	6.11**			
	CI	4.84**	5.33**	—3.50**		
	TCI	3.04**	3.99**	—3.14**	— .04	

*.05 level of significance
**.01 level of significance

TABLE 6

Percentage of Time Spent and Should Spend on Assistance to Teachers.

Assistance to Teachers	CA (N=267) Mean %	CA S.D. %	TCA (N=62) Mean %	TCA S.D. %	CEI (N=24) Mean %	CEI S.D. %	CI (N=267) Mean %	CI S.D. %	TCI (N=62) Mean %	TCI S.D. %
Develop Guidance Skills	11.4	8.0	14.5	10.7	21.8	12.0	16.5	8.5	18.3	9.7
Children with Problems	62.4	18.1	63.6	17.6	53.3	14.3	58.7	15.4	58.9	16.4
Adapt Class Instruction	26.2	15.9	21.9	13.1	24.9	10.4	24.8	13.1	22.7	12.8
TOTAL	100.0		100.0		100.0		100.0		99.9	

TABLE 7

t Matrix of Time Spent and Should Spend on Assistance to Teachers.

Assistance to Teachers		CA (N=267)	TCA (N=62)	CEI (N=24)	CI (N=267)	TCI (N=62)
Develop Guidance Skills	TCA	2.09*				
	CEI	4.09**	2.59**			
	CI	7.07**	1.37	—2.10*		
	TCI	5.19**	2.10*	—1.25	1.40	
Children with Problems	TCA	.46				
	CEI	—2.88**	—2.77**			
	CI	—2.59**	—2.02*	1.73		
	TCI	—1.47	—1.51	1.56	.12	
Adapt Class Instruction	TCA	—2.17*				
	CEI	— .52	1.09			
	CI	—1.04	1.56	— .03		
	TCI	—1.80	.34	— .81	—1.16	

*.05 level of significance
**.01 level of significance

guidance services the respondents were asked to estimate the time spent and should spend on various kinds of assistance to administration. The results are presented in Tables 8 and 9.

As shown in Tables 8 and 9 the counselors spend about the same time as teacher-counselors in the areas of program leadership and working with problem students and parents. The counselor spends significantly less time in additional duties and more time in public relations activities than the teacher-counselor. The counselors report that ideally they should spend less time in additional duties and more time in the area of public relations than they do. A comparison of the counselor-educator ideal role model with the counselor actual role also suggests

TABLE 8

Percentage of Time Spent and Should Spend on Assistance to Administration.

Assistance to Administration	CA (N=267) Mean %	CA (N=267) S.D. %	TCA (N=62) Mean %	TCA (N=62) S.D. %	CEI (N=24) Mean %	CEI (N=24) S.D. %	CI (N=267) Mean %	CI (N=267) S.D. %	TCI (N=62) Mean %	TCI (N=62) S.D. %
Leadership-Development	27.1	22.7	22.6	21.5	33.8	24.8	30.0	20.7	28.1	19.7
Additional Duties	17.2	17.9	24.9	21.4	5.9	8.1	8.3	9.7	10.3	12.8
Problem Students	20.5	17.6	20.8	18.4	22.1	21.4	18.1	16.0	19.5	19.5
Parents and Adults	25.5	20.2	24.6	19.9	24.6	13.7	30.5	18.5	28.9	18.6
Liaison and Public Relations	9.7	8.9	7.1	8.4	14.0	5.7	13.0	8.2	13.2	10.0
TOTAL	100.0		100.0		100.4		99.9		100.0	

TABLE 9

t Matrix of Time Spent and Should Spend on Assistance to Administration.

Assistance to Administration		CA (N=267)	TCA (N=62)	CEI (N=24)	CI (N=267)	TCI (N=62)
Leadership-Development	TCA	—1.45				
	CEI	1.25	1.91			
	CI	1.52	2.42*	— .72		
	TCI	.35	1.47	— .99	— .66	
Additional Duties	TCA	2.62**				
	CEI	—5.59**	—5.90**			
	CI	—7.06**	—5.91**	1.36		
	TCI	—3.47**	—4.57**	1.88	1.14	
Problem Students	TCA	.13				
	CEI	.35	.25			
	CI	—1.62	—1.05	— .87		
	TCI	— .38	— .40	— .51	.49	
Parents and Adults	TCA	— .33				
	CEI	— .31	— .01			
	CI	2.96**	2.12*	1.93		
	TCI	1.26	1.23	1.16	— .61	
Liaison and Public Relations	TCA	—2.19*				
	CEI	3.33**	4.37**			
	CI	4.42**	4.99**	— .83		
	TCI	2.52*	3.68**	— .48	.17	

*.05 level of significance
**.01 level of significance

TABLE 10

Percentage of Time Spent and Should Spend on Research Assistance to the School.

	CA (N=267)		TCA (N=62)		CEI (N=24)		CI (N=267)		TCI (N=62)	
Research Assistance	Mean %	S.D. %	Mean %	S.D. %	Mean %	S.D. %	Mean %	S.D. %	Mean %	S.D. %
Follow-up Studies	22.9	27.0	16.8	24.3	16.7	9.5	21.5	16.6	17.6	13.5
Special Student Groups	10.7	12.9	10.5	16.1	18.0	11.3	15.1	9.9	13.7	10.0
Group Test Data	19.8	21.5	13.2	17.5	11.4	6.5	15.1	12.1	12.4	10.9
Community Surveys	5.7	8.3	4.8	7.3	12.3	5.5	10.3	7.6	10.8	9.3
Evaluate Guidance Services	14.5	16.5	13.7	17.3	27.9	13.6	18.1	11.6	18.2	11.0
Curriculum Studies	14.2	16.0	16.8	21.4	13.4	11.9	16.9	11.5	19.2	13.7
No Research Reported	12.2		24.2		00.0		3.0		8.1	
TOTAL	100.0		100.0		99.7		100.0		100.0	

a significant time shift from fewer additional duties to more public relations activities.

The teacher-counselors also indicate they should be spending less time in additional duties and more time in public relations than they do. Other than that distinction, teacher-counselors report that their ideal and actual roles are compatible. The counselor-educators ideal role model when compared to the teacher-counselors actual role also indicates that less time should be spent performing additional duties and that greater effort should be extended to public relations activities.

The teacher-counselors, counselors and counselor-educators concur on the ideal role description in the general area of assistance to administration.

Time Spent and Should Spend on Research Assistance to the School

The respondents were asked to estimate the time spent and should spend in various research activities. It is noted, as shown in Table 10, that many counselors report they do not spend time nor do they feel they should spend time in research assistance to the school. Most counselors and teacher-counselors who responded in this way indicated that research was the responsibility of other school staff members. The results of the inquiry on research activities are presented in Tables 10 and 11.

An examination of Tables 10 and 11 reveals that the role description of counselors and teacher-counselors is in agreement on how to allocate their time in various research activities. It is noted that the counselors are spending significantly more time than teacher-counselors in utilizing the results of group standardized test data for research purposes.

The counselors report they ideally should spend more time than they do in research activities related to special student groups, community surveys, guidance program evaluation and cur-

riculum studies. The counselor-educator role model, when compared to the counselor actual role, suggests that counselors should spend less time in follow-up studies and studies of group standardized test data and more time in the study of special student groups and the evaluation of guidance services.

In a comparison of teacher-counselor actual and ideal roles it is shown in Table 11 that there is basic agreement on time spent in research activities; however, they state they should be spending more time in community surveys.

The counselor-educator ideal role model when compared to the teacher-counselor actual shows counselor-educators indicating a greater expenditure of time should be devoted to working with special student groups, conduct-

TABLE 11

t Matrix of Time Spent and Should Spend on Research Assistance to the School.

Research Assistance		CA (N=267)	TCA (N=62)	CEI (N=24)	CI (N=267)	TCI (N=62)
Follow-up Studies	TCA	—1.73				
	CEI	—2.40*	— .03			
	CI	— .72	1.43	2.15*		
	TCI	—2.22*	.21	.33	—1.95	
Special Student Groups	TCA	— .11				
	CEI	2.94**	2.42*			
	CI	4.39**	2.16*	—1.21		
	TCI	2.01*	1.35	—1.60	— .96	
Group Test Data	TCA	—2.53*				
	CEI	—4.44**	— .68			
	CI	—3.09**	.81	2.39*		
	TCI	—3.85**	— .31	.50	—1.72	
Community Surveys	TCA	— .86				
	CEI	5.26**	5.10**			
	CI	6.71**	5.34**	—1.61		
	TCI	3.99**	4.03**	— .90	.40	
Evaluate Guidance Services	TCA	— .30				
	CEI	4.47**	3.94**			
	CI	2.91**	1.86	—3.37**		
	TCI	2.16*	1.70	—3.07**	.09	
Curriculum Studies	TCA	.88				
	CEI	— .32	— .93			
	CI	2.22*	.04	1.38		
	TCI	2.46*	.73	1.92	1.20	

*.05 level of significance
**.01 level of significance

ing community surveys and in the evaluation of guidance services.

The counselors and teacher-counselors ideally prescribe similar time allocations in their research activities. The ideal role model structured by the counselor-educators compared to the counselor ideal indicates that counselor-educators suggest more time should be spent in the evaluation of guidance services and less time in research related to group test data. The ideal role model of the counselor-educators compared to the ideal role of teacher-counselors shows that counselor-educators indicate more time should be spent in the evaluation of guidance services.

TABLE 12

Percentage of Time Spent and Should Spend on Individual Counseling.

	CA (N=267)		TCA (N=62)		CEI (N=24)		CI (N=267)		TCI (N=62)	
Individual Counseling	Mean %	S.D. %	Mean %	S.D. %	Mean %	S.D. %	Mean %	S.D. %	Mean %	S.D. %
Academic Counseling	40.6	13.4	41.2	17.1	28.4	9.2	37.6	12.4	38.3	14.1
Educational and Vocational Counseling	37.2	12.2	37.3	16.7	38.0	13.2	36.6	10.8	37.8	13.5
Personal Counseling	22.2	11.4	21.5	14.3	33.6	14.3	25.8	13.2	23.9	15.4
TOTAL	100.0		100.0		100.0		100.0		100.0	

TABLE 13

t Matrix of Time Spent and Should Spend on Individual Counseling.

Individual Counseling		CA (N=267)	TCA (N=62)	CEI (N=24)	CI (N=267)	TCI (N=62)
Academic Counseling	TCA	.25				
	CEI	—5.86**	—4.40**			
	CI	—2.70**	—1.55	4.47**		
	TCI	—1.16	—1.01	3.77**	.37	
Educational and Vocational Counseling	TCA	.05				
	CEI	.30	.21			
	CI	— .58	— .31	— .50		
	TCI	.33	.19	— .07	— .65	
Personal Counseling	TCA	— .33				
	CEI	3.72**	3.44**			
	CI	3.37**	2.12*	—2.53*		
	TCI	.82	.88	—2.71**	— .89	

*.05 level of significance
**.01 level of significance

Time Spent and Should Spend on Individual Counseling

The respondents were asked to estimate the distribution of time spent for various purposes in individual counseling. The total in each case represents 100 percent.

As shown in Tables 12 and 13 counselors and teacher-counselors are spending about the same amount of time in academic counseling, educational and vocational counseling and personal counseling. Counselors report they should be spending less time in academic counseling and more time in personal counseling. The counselor-educator ideal role model when compared to the counselor actual role also suggests less time should be spent in academic counseling and a greater percentage of time should be spent in personal counseling.

There were no significant differences between the teacher-counselor actual and ideal roles in the time distribution for individual counseling. The counselor-educator ideal role model compared to the teacher-counselor actual role indicates that the role prescribed by counselor-educators recommends less time for academic counseling and more time for personal counseling than the actual role reported by teacher-counselors.

There were no significant differences between counselor ideal and teacher-counselor ideal. The ideal role model prescribed by counselor-educators when compared to both counselor ideal and teacher-counselor ideal indicates that the counselor-educator ideal recommends less time in academic counseling and more time in personal counseling than the ideal role reported by counselors or teacher-counselors.

Time Spent and Should Spend with Patterns of Pupil Referral

Tables 14 and 15 describe patterns of pupil referral.

An examination of Tables 14 and 15 shows that a significantly greater percentage of students were self-referred to counselors than to teacher-counselors. Conversely, teacher-counselors call in more students and have more stu-

TABLE 14

Percentage of Time Spent and Should Spend with Patterns of Pupil Referral.

	CA (N=267)		TCA (N=62)		CEI (N=24)		CI (N=267)		TCI (N=62)	
Pupil Referral	Mean %	S.D. %	Mean %	S.D. %	Mean %	S.D. %	Mean %	S.D. %	Mean %	S.D. %
Pupil Initiative	40.9	18.2	30.7	13.9	42.5	18.9	50.3	17.3	44.2	14.9
Counselor Initiative	32.0	17.7	37.5	16.9	13.5	8.9	21.5	15.3	24.6	13.6
Administrators	6.4	4.4	7.9	4.5	7.4	4.8	5.4	3.6	6.3	3.7
Teachers	10.7	6.4	13.2	10.3	14.8	6.9	11.4	6.9	13.0	10.2
Pupil Services Staff	2.6	2.9	3.0	3.4	8.2	5.5	3.0	3.3	2.9	3.2
Parents	5.3	3.6	4.7	3.2	8.3	5.3	6.0	3.9	6.3	4.7
Other Agencies	2.2	2.9	2.2	2.6	5.1	3.6	2.4	2.5	2.7	2.6
TOTAL	100.1		99.2		99.8		100.0		100.0	

dents referred by the administration than do counselors. Counselors state that ideally more students should be self-referred or referred by parents. Counselors also indicate that ideally fewer students should be "called in" or referred by administrators.

The counselor-educator ideal role model differs from the counselor actual role in that counselor-educators indicate more students should be referred by teachers, pupil service staff, parents and other agencies. This comparison also indicates fewer students should be

TABLE 15

t Matrix of Time Spent and Should Spend with Patterns of Pupil Referral.

Pupil Referral		CA (N=267)	TCA (N=62)	CEI (N=24)	CI (N=267)	TCI (N=62)
Pupil Initiative	TCA	−4.56**				
	CEI	.41	2.74**			
	CI	6.12**	9.45**	1.90		
	TCI	1.51	5.15**	.38	−2.77**	
Counselor Initiative	TCA	2.29*				
	CEI	−8.64**	−8.45**			
	CI	−7.25**	−6.77**	3.89**		
	TCI	−3.58**	−4.64**	4.39**	1.56	
Administrators	TCA	2.25*				
	CEI	.91	− .43			
	CI	−3.03**	−4.07**	−1.94		
	TCI	− .19	−2.08*	− .94	1.82	
Teachers	TCA	1.81				
	CEI	2.73**	.83			
	CI	1.16	−1.31	−2.27*		
	TCI	1.69	− .10	− .92	1.19	
Pupil Services Staff	TCA	.96				
	CEI	4.92**	4.26**			
	CI	1.85	.11	−4.49**		
	TCI	.54	− .14	−4.38**	− .29	
Parents	TCA	−1.17				
	CEI	2.69**	3.03**			
	CI	2.16*	2.62**	−2.06*		
	TCI	1.62	2.17*	−1.59	.52	
Other Agencies	TCA	.81				
	CEI	3.79**	3.56**			
	CI	.56	.63	−3.52**		
	TCI	1.17	.93	3.63**	.37	

* .05 level of significance
** .01 level of significance

called in by the counselors.

As shown in Tables 14 and 15, teacher-counselors report that ideally more students should be self-referred or referred by parents. Other comparisons of teacher-counselor actual and ideal show that teacher-counselors state ideally they should be calling in fewer students or have fewer students referred to them by administrators. In comparing the counselor-educator ideal to the teacher-counselor actual it is shown that the counselor-educators' role model recommends that more students should be self-referred or referred by other pupil services staff, parents and other agencies and that fewer students should be called in by the teacher-counselors.

A comparison of counselor-educator ideal and counselor ideal indicates that counselor-educators recommend a role model with a greater percentage of students referred by teachers, pupil services staff, parents and other agencies. In the case of teacher-counselor ideal role the counselor-educator ideal role model suggests that fewer students should be called in by the teacher-counselor and more students should be referred by other agencies and pupil services staff.

On the basis of the preceding analyses the following null hypotheses were rejected:

1. There is no significant difference between the actual role of the counselor and the actual role of the teacher-counselor.

2. There is no significant difference between the actual and ideal roles of the counselor.

3. There is no significant difference between the actual role of the counselor and the ideal counselor role described by the counselor-educator.

4. There is no significant difference between the actual and ideal roles of the teacher-counselor.

5. There is no significant difference between the actual role of the teacher-counselor and the ideal counselor role described by the counselor-educator.

7. There is no significant difference between the ideal role of the counselor and the ideal counselor role described by the counselor-educator.

8. There is no significant difference between the ideal role of the teacher-counselor and the ideal counselor role described by the counselor-educator.

For null hypotheses 1 and 4 the overall role profiles of the groups studied were significantly different in a comparison of two of the four major guidance services. In each case the differences were found in time spent or should spend on assistance to students and assistance to administration. As this combination of major guidance services approximates 80 percent of the total role described, the overall profiles are different. For null hypotheses 2, 3, 5, 7 and 8, three of the four major services were significantly different.

On the basis of the data analyses the investigators failed to reject the following null hypothesis:

6. There is no significant difference between the ideal role of the counselor and the ideal role of the teacher-counselor.

The overall profiles of the two groups studies were significantly different in one of four major guidance services. Although the difference in research assistance to the school was significant, the difference of 1.2 percent when viewed on a scale of 100 appears inconsequential.

IV.
Conclusions and Implications

THE results of this study suggested that the role of the school counselor is an individual matter; a product of the interaction between the individual counselor and the unique situation in which he is employed. Although this study population was carefully screened, considerable variability existed in the reported roles of Wisconsin secondary school counselors and teacher-counselors. An examination of counselor and teacher counselor actual role in major guidance services revealed a high degree of variability. Role differences were further magnified when the variability within each major guidance service was taken into consideration. It was evident that individual counselor role was the product of a unique combination of situational variables. Because of the influences of the complexity of the individual counselor and the particular situation in which he was employed it was probable that no two counselor roles were alike. Any group designated counselor role analysis must be tempered by the range of individual role differences within the group under investigation.

The findings of this study suggested that there were significant differences between the actual role reported by counselors and teacher-counselors. The counselors spent significantly more time working with students than did teacher-counselors. The teacher-counselors spent more time than counselors in administrative tasks such as "hall duty," lunch room supervision and substitute teaching. It appeared that teacher-counselors were identified primarily as teachers by administrative and teaching personnel. The concepts, counselor and teacher-counselor appeared to be different, i.e., a teacher-counselor was not just a counselor who happened to be teaching part-time. The paradox in role conflict was that teacher-counselors, who had less time for assisting students because of teach-

ing responsibilities, were more involved in general school activities and less involved in their primary assignment as teacher-counselors.

It is speculated that in some instances the performance of what appeared to be a disproportionate amount of time spent in administrative tasks was primarily the choice of the individual counselor or teacher-counselor. Administrative tasks in many cases are routine in nature and require less professional expertise than do the tasks generally associated with the role of the emerging profession of the school counselor. If the role of the counselor is seen by the counselor as a stepping-stone through the hierarchy of professional assignments in a school setting, then the demonstration of adequacy in the performance of administrative tasks rather than guidance and counseling tasks would seem more desirable. Of course, many counselors are restricted to a less than ideal professional role by the mandates of school administrators.

In general, there was agreement on the ideal counselor role described by counselors, teacher-counselors and counselor-educators. It is also noted that there was less variability within groups in ideal role description vis-à-vis actual role description particularly in major guidance services. It appears that an ideal role model for the counselor is warranted. In the opinion of the investigators the ideal role model should be restricted to major guidance services. This approach would allow for more flexible adaptation of the role model to a particular situation. This flexibility is particularly pertinent in a multiple counselor situation. For example, it may be desirable for one counselor to assume responsibility for research activity while another counselor in the same setting may assume responsibility for the development of a comprehensive in-service program for teachers. The implementation of the model is dependent on the unique skills of the counselor, the situational variables and the pupil needs within the school setting.

According to role theorists, role was defined not as a "word" with a single implicit meaning but as a generic term which consisted of role performance, role expectation, role conception and role acceptance. The role perceptions and expectations of significant others are influenced by what the counselor does on the job. The findings of this study suggested that in the opinion of counselors, teacher-counselors and counselor-educators the counselor or teacher-counselor was spending a disproportionate amount of time in administrative tasks. In the opinion of the investigators this situation created an undesirable cycle in role implementation. As the counselor performed many administrative tasks he demonstrated to teachers, students and administrators that assisting the administration was an integral part of counselor role. If indeed, the counselor desires to im-

plement the ideal role as described in this study an initial point of departure must be in the reduction of time devoted to administrative tasks.

An interesting observation at this point is the comparison of counselor and teacher-counselor actual and ideal roles as described in this study to the actual and ideal roles of Missouri counselors as reported by Tennyson (1958). The Missouri study reported a counselor actual role profile on major guidance services somewhat similar to the teacher-counselor actual role profile found in this study. The Wisconsin counselor actual role compared to Missouri counselor actual role showed that Wisconsin counselors spent less time in assistance to administration and more time working with students. A comparison of ideal roles across the two Wisconsin groups and the Missouri group showed that Wisconsin counselors and teacher-counselors prescribed more time should be spent in assistance to students.

The professionalization of the school counselor is another approach which can be used in discussing counselor role. Recently Armor (1969) set out to support the "hypothesis" that counseling is a developing profession. His approach was that of a sociologist. His data come from three sources: spring 1964 intensive interviews and mailed questionnaire returned by 90 full-time junior and senior high school counselors in 53 cities and towns around Boston; 1964 data from a Russell Sage Foundation study regarding teachers' and 143 counselors' opinions of ability tests, and 2,230 full- and part-time counselor responses to the 1965 Office of Education Study (Coleman, 1966) of minority groups.

From this data Armor planned to locate a knowledge area (testing) relevant to the counselors' practice that forms the bases of the counselors' expertise. He hypotheses (concludes) that counselors can be seen as being a potential formal structural replacement of the family as the principal agent for seeing that new members of society (pupils) find proper places in the occupational (and educational) structure. This then represents the reason for a school counselor to exist and his "expertise" in utilizing tests to accomplish this "placement" objective would represent the unique knowledge area required to be a professional. Restated, the professional school counselor is an individual who applies his expertise in tests and measurements to help pupils plan for (educational decisions) and enter appropriate jobs (vocational decisions). "Appropriateness" would seemingly harken back to a "trait-factor" Parsonian "goodness of fit" model. The more predictable the aptitude, interest and personality tests, the more accurate (expert) the counselor.

As seen in this study, Table 2, Wisconsin counselors spend approximately 10% of their time with students in individual appraisal and approximately 8% in placement. It would appear that these Wisconsin counselors come closer to the professional model advanced by Armor than the Boston area counselors who spend 5% of their time in testing and 2% in placement.

Armor further contends that in practically every case, increased teaching experience accompanied by decreased counseling experience resulted in a decreasing degree of professional counselor characteristics. He states that, "Beyond a doubt neither considerable teaching background nor part-time teaching is conducive to professional preparation and professional involvement in counseling." As suggested earlier in this chapter, counselors with teaching assignments spend more time

in administrative tasks and less time in service to students than is true of full-time counselors. The stronger professional position of the full-time counselor found in this study would lead us to concur with Armor.

It must be remembered that 316 of 645 counselors and teacher-counselors were eliminated from this study because of selection criteria. It is speculated that the apparent differences of counselor role between the Missouri counselors, the Boston area counselors in the Armor study, and the Wisconsin counselors may be a result of the restrictions placed on the sample used in this study.

Implications for Educational Practice

Perhaps the most significant implication for educational practice suggested by the findings of this study should be devoted to counselor-education practices. It is the contention of the investigators that counselor time budgeting is a viable concept and needs to be expanded in the formal preparation of the school counselor. A summary of the remarks of the respondents, which were not included in this report, indicated that some counselors had some difficulty estimating how they spend their time. Although time study is a routine practice in industry, it appears that it has been somewhat ignored in education. Time budgeting does not guarantee counselor effectiveness; however, an ongoing analysis of time spent vis-à-vis effectiveness contributes to professional outcomes.

Although there was general agreement on the ideal counselor role described by counselor, teacher-counselor and counselor-educators, there were two specific discrepancies which warrant discussion. The counselor-educators' ideal role model compared to the ideal role described by counselors and teacher-counselors suggested that counselors and teacher-counselors should spend less time assisting students and more time in research activities. In the opinion of the investigators it appears that individual counseling has been oversold to practicing counselors. The results of the study suggest that "happiness" (effectiveness) is spending most of your time in individual counseling. The investigators concur with the counselor-educator ideal which suggests that although much of the counselor's time should be spent in individual counseling, a significant part of his time should be spent in group work with students and working with teachers and parents.

Many counselors and teacher-counselors reported they were not involved in any research activity and that ideally they did not plan to conduct research studies. Some counselors and teacher-counselors who responded in this way indicated that research was the responsibility of other school staff members. It appeared that some counselors per-

ceived research as being synonymous with a published document. If this assumption is true, it is not surprising that time, if nothing else, limited counselor involvement in research activity. Perhaps the counselor's misconception of his capability as a researcher and his understanding of appropriate research in a public school setting needs to be clarified.

Another implication for educational practice which pertains to counselor education and supervision is the role implementation task of the beginning counselor and the mobile counselor. Although not discussed in this study, it was found that 75 secondary school counselors were employed in their first year as a counselor and an additional 67 counselors were employed in new counseling settings. These counselors represented about 20 percent of all secondary school counselors in Wisconsin. The active involvement of counselor-educators and supervisors at this juncture may facilitate more positive school counselor role implementation practices.

Suggested by previous research studies and also implied by the findings of this study is the conclusion that the local school administrator is a key figure in the determination of the role of the counselor. If the amount of time the counselor spends in administrative tasks is to be reduced the administrator must be involved in the process. A series of joint professional meetings involving administrators and counselors under the leadership of professional organizations or counselor-educators would open dialogue for better mutual understanding of counselor role.

Finally, the counselor must be the most active change agent in role transition. The statement, "What you do speaks so loudly, I can't hear what you're saying," may be the crux of the problem. If the counselor indeed wants to move toward the ideal role described in this study, the burden of proof is on him. An important part of his role is the communication of that role to others by words and deeds. A counselor who wants to implement a different role must relentlessly strive toward that goal by performing professional tasks and diplomatically declining nonprofessional tasks. The implication for educational practice is that counselor role clarification for significant others must be a planned ongoing process.

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